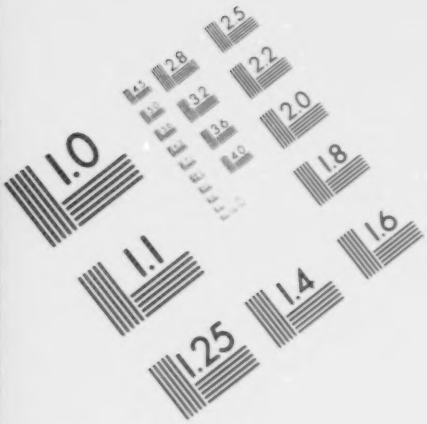

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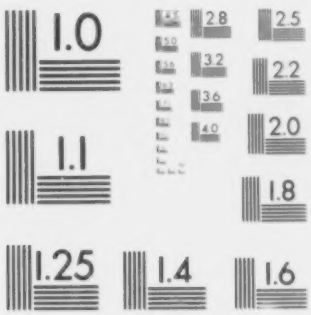

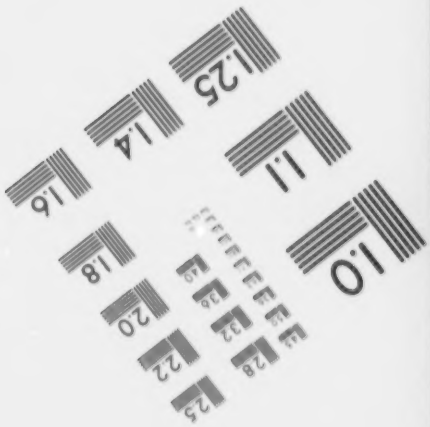

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ABSTRACT

This selective annotated bibliography of rural education in Canada contains 235 citations of books, government documents, journal articles, and ERIC documents available at the Brandon University library. The list is not exhaustive, but is intended to highlight activities, events, writings, and projects concerned with rural education in Canada. This document contains an index and a list of rural education journals. Topics with the most references in the index include adult education, community education, counselors and counseling services, distance education, educational aspirations, government support, music education, Native students, occupational aspirations, professional development, public libraries, remote and rural communities, rural development, rural libraries, rural schools, rural-urban differences, school boards, school-community relationship, small schools, teacher profiles, technology, and vocational education. (SV)

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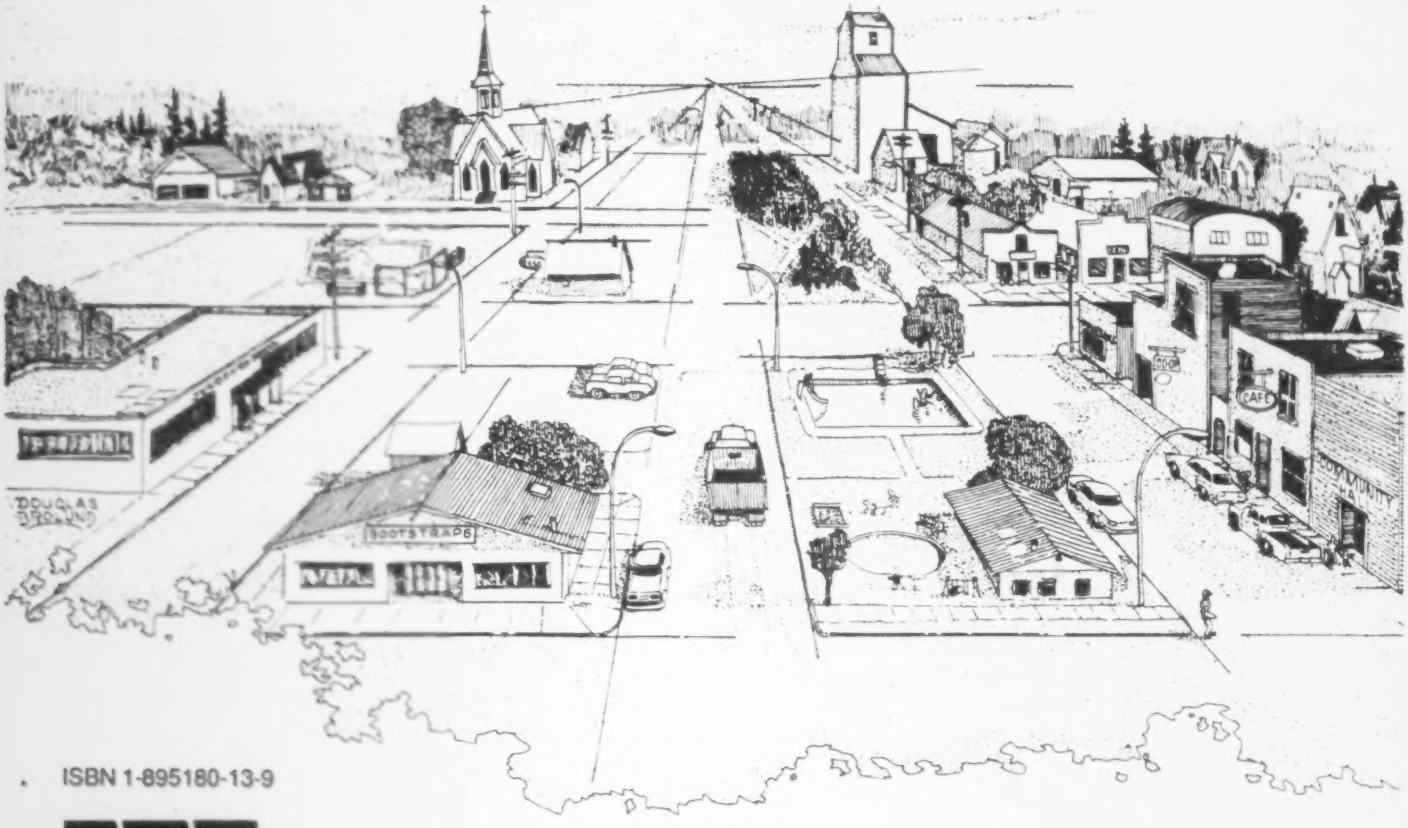

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Compiled by Connie Braun

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INTRODUCTION

This selective, annotated bibliography of rural education in Canada includes books, government documents, journal articles and ERIC documents. All of these can be found in the library at Brandon University. This bibliography arose from preparation for a conference : Pairie Forum on Rural Education. The list is by no means exhaustive; it highlights activities, events, writings and projects about rural education in Canada. The index at the back of this volume will provide easy access to items found therein. Following the index is a list of journals where further information on rural education may be found.

Thanks to Dick Bazillion, Heather Coulter, Roberta Joice, Melanie Martens and Norma Miller of Brandon University Library for their invaluable assistance and to Joy Dornian of WESTARC.

Connie Braun, Librarian
Extension Library Services
Brandon University

Adams, V.M.Z. *Full Service School Model: Toward a Valid Measurement of Effectiveness*. Thesis submitted to the College of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Master of Education, University of Saskatchewan, in the Department for the Education of Exceptional Children, 1980, ERIC, ED 214 236.

The primary aim of the study described in this thesis was to investigate the effectiveness of schools that implemented the Full Service School Model in the three regions that participated in the Saskatoon Region Special Services Project. The Full Service School Model refers to service delivery to exceptional children through personnel based within the school (that is, through regular classroom and resource teachers). Within each region, structured interview forms were prepared and administered to regular classroom teachers, resource teachers, and principals in two selected schools, one more successful in the implementation of the Full Service Model, the other less successful. A second purpose of the study was to analyze qualitatively those items that tended to discriminate between schools. The third purpose was to modify the initial evaluative instrument. The results indicate that a school climate that promotes factors of self-sufficiency, organizational readiness, and total staff involvement leads to a more effective degree of implementation of the Full Service School Model. A bibliography, applicable Canadian regulations, and interview forms are appended to the text. (Author/MLF)

Adult Education in British Columbia. Vancouver: University of British Columbia, 1971, ERIC, ED 062 599.

Articles on existing programs of adult education operating outside of institutional sponsorship are presented. The articles about adult education classes for Indians and teaching English as a second language report developments in programs that have only recently been established, while articles on the Junior League, adult activities in the community centres of Vancouver, and rural adult education inventory existing program areas that have not been reported previously. The second section contains articles about public school adult programs, the extension activities of the University of Victoria, and the community colleges of B. C. The final section of articles reviews adult education in the health sciences as it has emerged in continuing medical education and as it may be needed in rehabilitation medicine. A chronology of the early history of adult education until 1914 and a working bibliography about adult education in British Columbia are also included. (Author/CK)

Alford, R.W., Jr. *Home-Oriented Preschool Education*. Quebec: Laval University, International Centre on Bilingualism, November 1971, ERIC, ED 060 742.

In an effort to bring preschool training opportunities to economically disadvantaged young children in rural areas, the Appalachia Educational Laboratory has devised a program using educational television, weekly home visitation by para-professional school personnel, and mobile classrooms. Evaluation of the program indicates that children who have participated in the program have increased language development and cognitive learning, and greater

psychomotor and social skills development. The cost of the program was found to be approximately one-half that of the standard kindergarten program. (VM)

Allison, D.J. "The promise of Northland", *Canadian Journal of Native Education* 11(1) (1983): 27-36.
In 1981 Northland School Division (Northern Alberta) enrolled 2,500 pupils, 98% of them native children. Northland's educational history shows "failure to provide even a minimally adequate level of educational services to its students." Three official inquiries indicate overall lack of purpose as chief impediment of progress; recommends money, leadership, advocacy. (MH)

Amey, L.J. *The Canadian School-Housed Public Library*. Halifax, N.S.: Dalhousie University, School of Library Service, 1979.

Anderson, T., et al. *Cooperation and Collaboration in Distance Education: The Contact North/Contact Nord Experience*. Proceedings of the Annual Conference on Teaching at a Distance (4th, Madison, Wisconsin, August 2-4, 1988), ERIC, ED 307 092.
This paper describes Contact North/Contact Nord, a pilot project that attempts to improve strategies for distance education in Northern Ontario, Canada. The goals of the program include meeting ongoing and future educational needs of rural Canadians by improving the design and operation of technologically enhanced distance education programs. The project aims to enhance institutional collaboration in distance education course development, course credit transfer, and common open learning systems. Ministries of the Ontario government cooperated with the Ministry of Colleges and Universities to support the four-year, $20 million project. A fund was established to encourage proposals for a new development framework. Institutions either geographically or philosophically isolated worked to design collaborative projects. Monies were budgeted to implement a uniform, automated library service that was accessible across northern Ontario. The colleges' video production resources are used cooperatively and partner institutions are able to offer enhanced academic resources — specialized expertise can be traded for practical field experience, for example. Contact North/Contact Nord has configured its distance education network to accommodate a wide variety of delivery modes, the most common being print and audio tape packages supplemented by audio and computer conferencing. Collaboration is facilitated by local community site coordinators. Francophone and Native American liaison officers have been contracted to work with targeted groups. The document concludes that, while it is still early to assess the impact of the Contact North/Contact Nord project, Ontario will have pioneered an advancement in distance education. (TES)

Arblaster, J.R. *Contact North: The Concept, Policy, Development, and Status of the Northern Ontario Distance Education Access Network*. Paper presented at the Annual Conference of the Associa-

tion of Canadian Community Colleges (Saint John, New Brunswick, May 30-June 1, 1988), ERIC, ED 298 994.

Contact North/Contact Nord (CN) was designed to enhance distance education opportunities at the secondary and post-secondary levels in Northern Ontario through the use of new information and communication technologies. The central thesis of CN is that access to education at all levels could be improved through a combined effort by community colleges, universities, and adult-education providers, and that such an effort would create a synergistic effect beyond the resources or capabilities of any one of the participating educational institutions. One component of the four-year pilot project focuses on the development of distance education programs. The Northern Distance Education Fund, which was established to underwrite the cost of creating new programs and encourage cooperative program development, has approved 22 feasibility studies and 15 full degree or certificate programs, with priority given to collaborative projects and those focusing on the specific educational and instructional needs of Northern Ontario. Another component of the CN is the cooperative use of a heterogeneous collection of educational delivery technologies. The most common mode of delivery is print and audio tape packages supplemented by audio and computer conferencing. The initiative has had remarkable success in reducing the geographic and/or philosophic isolation of the participating colleges, in encouraging creativity in program development and resource utilization, and in improving student support systems and professional development. Information on institutional access and user charges, the roles of the two regional coordinating centres and local site coordinators is included, and enrollment and bridged teleconference statistics are also provided. (EJV)

Armstrong, P.A. "Automated circulation: for the small public library", *Canadian Library Journal* 41 (December 1984): 334-337.

Balfour, M. *The Problems of Post-Secondary Education for Manitoba Indians and Métis*. Mantioba Task Force on Post-Secondary Education, Staff Background Paper, January 1973, ERIC, ED 138 426.

The standard models of post-secondary education in Mantioba, Canada, historically have not met the special needs and problems of the American Indian and Métis populations. Broadly speaking, the academic qualifications of Canada's natives must be raised to a much higher level in terms of vocational, general, and professional training; thus equipped, Canada's natives must create their own job opportunities at the community level so they can become masters of their own socio-economic destiny. In view of the gross lack of opportunity for basic skill development, education for entry into professional careers, and the inaccessibility of rural communities, it is suggested that: brochures and calendars regarding post-secondary education be distributed in rural areas; basic literacy and/or skill development courses be promoted in the rural areas; information re: adult education courses

be thoroughly disseminated; literate native people be encouraged financially to act as tutors to others. In view of the socioeconomic disadvantages and the general disorientation of Indians and Métis living in urban areas, it is suggested that: programs for mature students entering the university be made more flexible via an orientation academic year; special optional courses be made to fit the needs of native communities; a university extension facility be provided in the north; business administration and the arts and sciences be promoted for native people. (JC)

Banmen, J. *Human Relations Training in Three Rural Manitoba High Schools*. Paper presented at the National Council on Human Relations Convention in Winnipeg, Manitoba, April, 1971. Winnipeg: Manitoba Department of Youth and Education, ERIC, ED 052 478.

It is assumed that too few principals, teachers and counsellors possess the necessary personal characteristics which facilitate the growth or self actualization of students. This study investigates whether these qualities could be developed, using a model of human relations training. Four hypotheses were formulated: (1) teacher self actualization, as measured by the Personal Orientation Inventory, will be higher after human relations training; (2) attitudes toward the educational process, as measured by the Educational Process Opinionnaire, will change; (3) human relations training will increase the value, to the participants, of inclusion and affection, and decrease the value of control; and (4) participants' post-training overt behaviour will be more consistent with the behaviour they desire from others. Hypotheses I and II were supported, i.e. there were significant changes in the direction predicted. Hypotheses III and IV received partial support. It is concluded that human relations training can be of value in assisting educational personnel development of personal characteristics which enhance their functioning. (TL)

Bergen, J.J. *School District Reorganization in Rural Manitoba*. Edmonton: University of Alberta, 1967.

Bergman, B. and others. "Return to rigour: Lougheed and King unveil a plan to end decades of academic decline", *Alberta Report* 12 (June 24, 1985): 12-14, 16-18.

Bildfell, L. "Standing room only: public libraries in the recession", *Quill & Quire* 49(6) (1983): 8-9.

Blackburn, D.J., et al. *The Educational and Occupational Aspirations of Youth in Mid-northern Ontario*. Guelph: Ontario Agricultural College, June 1975, ERIC, ED 134 365.

Educational and occupational aspiration levels of secondary school students (grades 10 to 13) in mid-northern Ontario, Canada were examined in conjunction with selected social and demographic factors. Data were obtained via 22,158 completed questionnaires (36 items in French and English for males and females) administered in 1972. Major variables examined were: place of residence (the major control variable including farm, village, town, and city);

background and home factors (sex, age, language spoken at home, family size, and father's and mother's education level); school factors (grade level, program focus, grades, school proximity); recreation factors (school and non-school sports, church activities, youth clubs, 4-H, school clubs or government, and number of extracurricular activities); mobility factor (willingness to leave the community to find a job). Findings indicated: educational and occupational aspiration levels were related to place of residence and sex differences (aspirations were higher among urban and female youth); educational aspiration levels were related to language spoken at home, father and mother's education level, grade level, academic program, grades, participation levels, and the mobility factor; occupational aspiration levels were related to grade level, academic program and grades, participation in school government or clubs, and number of extracurricular activities. (JC)

Blunt, A. *Educational Levels of Adult Status Indians in British Columbia*. British Columbia: ERIC, ED 182 100.

Education and vocational training have long been regarded as the most direct paths to employment and to greater participation in the economic benefits of Canadian society. Until the educational disparities between Indians and non-Indians have been removed, the most damning indictment of the failure of British Columbia's educators will continue to be existence of native Indians as the single most poorly housed and most frequently unemployed, unhealthy, alienated, impoverished group of British Columbians. Many studies have commented upon the low levels of education prevalent in British Columiban Indian communities. Median level of education reported among British Columbia adult Indians in the 1950's was grade five. By 1971, 18.9% of the adult Indian population had less than five years of schooling, while 41.37% had greater than nine years. Three factors contributed experience of native adults between 1961 and 1971: the 46% increase in the adult population, with a proportionately larger number of more educated young adults; the decline, due to mortality, of older adults who had little or no education; and the significant increased participation in academic upgrading programs (9,133 enrollees from a population of approximately 30,000 adults from 1964-1976). Evidence from the 1971 census data indicated that rural Indians with higher levels of education are moving to urban areas and those living in urban areas tend to complete more years of schooling. (NEC)

Boothby, D. *Women Reentering the Labour Force and Training Programs: Evidence from Canada*. Ottawa: Economic Council of Canada, 1986.

Brass, E. "Fort Vermilion schools features [sic] special programs", *Native People* 9 (March 19, 1976): 12.

Brass, E. "Northern AVCs offering adult education courses", *Native People* 9 (April 02, 1976): 14.

Brass, E. "Points North: efforts to AVCs [Alberta Vocational Centres]", *Native People* 9 (January 30, 1976): 12.

Broadcasting and Telecommunications. Yukon 2000: A Communications Policy for the Yukon. Whitehorse: Yukon Department of Community and Transportation, May 1988, ERIC, ED 306 935.

This publication discusses the Yukon Territory government's role in communications matters at both the territorial and the national levels in Canada. The 10 sections of the report address the following topics: (1) the government's response to the demand of Yukoners for better communications services through the development of a territory-specific communications policy; (2) background information on the communications policy; (3) definitions of communications-related terminology; (4) a description of an extensive public consultation process conducted to determine the communications needs of the territory; (5) seven major objectives of the government's comprehensive communications policy; (6) seven components of the communications policy; (7) 12 principles which address the key findings of the public consultation process and meet the seven policy objectives; (8) the organizational structure, which outlines three broad program areas—broadcasting, telecommunications, and special services—and the activities in each area; (9) 14 programs in which the Yukon government is involved, i.e., policy formulation, participation in intergovernmental consultative forums, regulatory matters, influence/advocacy, industry/community liaison, extension of service, Community Radio and Television System, Television Northern Canada, community radio, VHF Mobile Radio system, technology monitoring, emergency communications, distance education; and special projects; and (10) name and telephone contacts for further information about the territory's communications policy and programs. (CGD)

Brown, J. "Ultimate respectability: fur-trade children in the 'civilized world'", *The Beaver* 308 (Winter 1977): 410; (Spring 1978): 48-55.

Budgen, M. "Battling over basics", *Maclean's* 98 (September 23, 1985): 8d-8e.

Burgess, D.A. "Reorganizing the school system in Quebec", *Education Canada* 22 (Winter 1982): 12-16, 21.

Byfield, T. " Alberta flirts scarily with killing independent schools", *Alberta Report* 12 (April 8, 1985): 52.

Byfield, T. "Stifling the alternatives to it won't save public education", *Alberta Report* 10 (October 31, 1983): 52.

Byfield, T. "U. of A. literacy test reveals our school system cover-up", *Alberta Report* 13 (January 6, 1986): 44.

Byfield, T. "When there is no curriculum what you get is Mr. Keegstra", *Alberta Report* 10 (May 2, 1983): 44.

Byfield, V. "Cloak and dagger policy", *Alberta (Western) Report* 17(13) (March 12, 1990): 42-43.

Byfield, V. "Confronting curriculum change: desirable or not, say trustees we can't afford it", *Alberta (Western) Report* 14(17) (April 13, 1987): 34.

Byfield, V. "Education of ignorance: critics blast Saskatchewan's new social studies program", *Alberta (Western) Report* 14(26) (June 15, 1987): 38- 40.

Callanan, C. "The Community Learning Centre Project of Newfoundland and Labrador", *Audiovisual Instruction* 22(2) (February 1977): 22-25.
The Community Learning Centers are adult education centres deliberately placed in the more remote areas. Using video as a medium, they offer people the opportunity to communicate among themselves and with the larger centres of decision making. (Author/BD)

Campbell, K.K., J.E. Wicks, D.J. Lynd and R.R. Lortie. *Educational Staff of Community Colleges and Vocational Schools*. Ottawa: Statistics Canada, Education, Culture and Tourism Division, Post-seondary Education Section, 1987.

Campbell, K.K., J.E. Wicks, et al. *Community Colleges and Related Institutions: Post-secondary Enrollment and Graduates*. Ottawa: Statistics Canada Education, Culture and Tourism Division, Post-secondary Education Section, 1989.

Campbell, K.K., J.E. Wicks, et al. *Advance Statistics of Education*. Ottawa: Statistics Canada, Education, Culture and Tourism Division, Projections and Analysis Section, 1989.

Canadian Council on Rural Development. *Rural Canada 1970: Prospects and Problems*. Third Report and Review. Ottawa, 1969.

Card, B.Y., et al. *School Achievement in Rural Alberta, an Exploratory Study of Social and Psychological Factors Associated with Grade IX Pupil Achievement in North-Eastern Alberta*. Edmonton: Alberta Teachers Association, May 1966, ERIC, ED 021 666.

To increase teacher participation in teachers' conventions and to close the gap between the theorist and the practitioner, the Alberta Teachers Association in 1964 initiated a study concerned with teacher and parent perception of sociological factors affecting the learning process in the classroom. This monograph includes the original study and 5 resultant studies: (1) Professional Teachers' Perceptions of Social Factors; (2) Sampling and Research Procedures used with Pupils; (3) Motivation for Learning; (4) Language and Learning; and (5) The Social Climate for Learning. An appendix contains a summary of findings from the pupil surveys conducted during the original study. (DK)

Carter, T. and S. Weatherbe. "Rural schools: a mass exodus", *Alberta Report* 8 (November 20, 1981): 47-48.

Cassie, J.R.B. and P. Noble. "Regional perspective on continuing education", *Education Canada* 20 (Summer 1980): 35-39.

Chalifoux, T. "Education North meets needs", *Native People* 13 (May 16, 1980): 10.

Chalmers, J.W. "Northland: the founding of a wilderness school system", *Canadian Journal of Native Education* 12(2) (1985): 2-49.

The first official trustee of the Northland School Division details the history of the corporation from its founding in 1960. The anecdotal narrative describes achievements and failures, operating procedures, and difficulties of providing education in isolated areas. An editor's response following the paper points out the author's unique contributions and biases. (LFL)

Charyk, J.C. *The Little White Schoolhouse.* Saskatoon: Prairie Books, 1968-.

Church, S. "It's almost like there aren't any walls....", *Language Arts 65(5) (September 1988): 448-454.*

Discusses experiences as Curriculum Supervisor for the Halifax County-Bedford School District in Nova Scotia, including curriculum development based on each school's community. (MS)

Clingman, A.E. "Adult education in music - a Canadian perspective", International Journal of Music Education 1(1) (1988): 37-39.

Close, D. "Canadian students and world affairs", *Canadian Journal of Education* 9(3) (Summer 1984): 331-342.

Describes the results of survey of 1,100 grade five, eight, and 11 students to determine their knowledge of and attitudes toward world affairs. Notes that age, sex, and class were the

most important correlates and that children were only marginally more knowledgeable about domestic politics than international affairs. (SB)

Cochrane, J. *The One-room School in Canada.* [Toronto]: Fitzhenry & Whiteside, c1981.

Cohen, L. "Unconventional wisdom: less spending may make better pupils", *Alberta (Western) Report* 14(35) (August 17, 1987): 31.

Cohnstaedt, M.L. *Northern Opportunities—Training and Economic Development through Community-Centered Education.* Report on Meadow Lake's Vocational Centre—June, 1973, ERIC, ED 170 080.

Saskatchewan's Meadow Lake Special Area is predominantly north of the Fifty-fourth parallel on the west side of northern Saskatchewan. An agreement between the Department of Regional Economic Expansion and the province provide for manpower training necessitated by industrial and economic expansion. At first a large vocational school was intended for construction in Meadow Lake. However, because of the known disinclination of native people to seek training away from their home communities, additional study was initiated of area training needs. Interviews and observations conducted over seven months indicated that the Meadow Lake Vocational School should instead be a Vocational Resource Centre. The program would assist in the identification of area community needs, develop suitable learning programs, and provide external instructional programs. The only internal programs of the Centre would be for the training of instructors; local men and women would be trained as para-professionals to teach in their own communities. Operation, supervision, evaluation and continuous adaptation of instructional programs would be the Centre's central focus. This community-centred educational program would function to meet community needs as identified by the residents. This report is divided into three parts. The first describes the recommendations concerning the resource centre, the second discusses the practice of both policy-guided performance and effective learning, and the third explores changing perspectives in education. (Author/DS)

Coleman, P. *Educational Opportunity in Manitoba: A Study of Equality of Educational Opportunity and School Division Organization in Manitoba.* Winnipeg: Manitoba Association of School Trustees, 1972, ERIC, ED 073 217.

The purpose of this study is to determine to what extent inequalities in educational opportunity exist in Manitoba, Canada and, should extensive inequalities exist, to propose ameliorative policies to provincial policy-makers. Equality of educational opportunity is considered to exist when educational resources and services are provided in such a way that access to them is distributionally equal across the province; conversely, inequalities exist when access varies consistently, on a basis other than need, for students in the province.

Since unitary school divisions are the administrative units responsible for providing educational services to the great majority of public school students in Manitoba, since there are major variations in student enrollments in school divisions, and since such variations in administrative unit size have been associated with variations in service provision in other jurisdictions, the method adopted is to present data on nine different educational services and resources by size of school divisions. This presentation shows that students in larger school divisions, which are generally urban, have substantially higher levels of access. These vary in size by service, but the direction of advantage or disadvantage is constant. There is no evidence that the discrepancies are positively associated with need differentials. (Author/JM)

College of Education, University of British Columbia. *Living and Teaching Conditions in Rural British Columbia: A Collection of Surveys of School Districts in British Columbia*. Vancouver, B.C.: Teachers' Federation Office, [1954?].

Connor, D.M. and D.W. Magill. *The Role of Education in Rural Development*. Ottawa: [Department of Forestry of Canada], 1965 [i.e. 1966].
"Project was initiated at the request of the Musquodoboit Rural Development Committee."

Corman, L. Community Education in Canada: An Annotated Biliography. Toronto: Ontario Institute for Studies in Education, c1975.

Coronaugh, G. and K. Styles. "Implementation of new curriculum guidelines and policies", *Education Canada* 23 (Spring 1983): 9-15.

Council on Rural Development Canada. A Rural Information System for Canada. Ottawa, 1979.

Council on Rural Development Canada. Rural Women's Study: Their Work, Their Needs, and Their Role in Rural Development. Ottawa, 1979.

Cummings, S. "Public libraries and their part in Ontario's regional reform movement", *Canadian Library Journal* 43 (February 1986): 39-47.

Dasgupta, S. *Factors in Educational Aspirations. A Study of Educational Aspiration of High School Seniors in Prince Edward Island, Canada*. P.E.I. Community Studies Report No. 4. Charlottetown: University of Price Edward Island, Department of Sociology and Anthropology, September 1977, ERIC, ED 315 910.

To identify personal, economic, educational, and social factors influencing students' educational aspirations, data were collected from 1,004 seniors in Prince Edward Island, Canada, in 1971; analysis included male-female and urban-rural differences. From 960 usable questionnaires, level of educational aspiration was determined by respondents after high school graduation plans. Findings were that factors of age, motivation to continue education, occupational expectation, and discussion with an adult in the desired occupation were significantly associated with aspiration levels for all seniors, as were school factors, county of residence, family intellectual tradition and income, and parent's ability to help. In male-female comparisons, family factors tended to have greater influence on females, and county of residence and rural-urban residence (higher for urban than rural females) had differential influences. In rural-urban comparisons, aspiration level was significantly influenced by peer discussion of education plans for urban students and county of residence for rural students. Family socio-economic status did not have significant association for rural students, though partly influenced urban ones. However, factor analysis showed family to be the most important factor affecting aspiration level. Rural-urban difference may be largely a function of different family circumstances. (RS)

Davidson, D. "In the middle: rural perspectives in Yukon teaching", *History and Social Science Teacher* 23(2) (Winter 1988): 91-94.

Discusses the problems of providing a uniform educational system that would enable children of the rural Yukon to move into other Canadian school systems with minimal difficulty. States that northern communities increasingly desire more control over local education. Argues that schools must address both local and national issues to adequately prepare students. (GEA)

Davis, S. "The participation of Indian and Métis parents in the school system", *Canadian Journal of Native Education* 13(2) (1986): 32-39.

Discusses goals of parent involvement and suggests effective strategies to involve parents and school officials in the education of Indian and Métis children. Covers current avenues for parent participation that schools provide as well as recent reform-oriented approaches that originate with native groups. (JHZ)

Deosaran, R. *Eductional Aspirations, What Matters? A Literature Review*. Ontario: Toronto Board of Education, Research Department, November 1975, ERIC, ED 127 497.

The literature review attempted to identify: 1) what we know and don't know about post-secondary aspirations, expectations, and access; and 2) where and how it is possible for us to embark on solutions or further investigation. The research in this area has been heavily sociological. Socio-economic background, family size, community origins, availability of educational facilities, birth order, sex, language, ethnicity, significant others,

and information access were generally used as independent or background variables with students' aspirations and expectations as dependent variables. The relationships are now quite clear. For instance, statistical comparisons show that a lower-class student from a rural background has less chance of aspiring or expecting to enter university than his rich, urban counterpart. Females have less chance than males. So do students from large families, especially lower-class families. While these variables do interact, the general relationships hold even when mental ability is controlled. However, we do not have a full understanding of the relative influence of students' financial ability or value orientation. While some believe that money matters, a significant portion of the relevant research, at least tentatively, suggests that attitudinal factors are as important as financial considerations. We also do not have a clear understanding of some of the psychological variables which may mediate between students' sociological conditions and their post-secondary plans. Some suggestions are made for further research and the school's role. (Author)

Devereaux, M.S. *One in Every Five: A Survey of Adult Education in Canada*. Ottawa: Department of the Secretary of State, Education Support Sector, 1984.

Dickinson, G. *Community Structure and Participation in Adult Education*. ARDA-Canada Land Inventory Project 49009, Special Study, 3. Vancouver, University of British Columbia, Faculty of Education, 1969, ERIC, ED 030 058.

An investigation was made of certain structural characteristics of a small, isolated rural community (Pemberton, British Columbia) that might influence participation in adult education. Existing night school courses were mainly in vocational training, domestic sciences, and recreational activities. Although over half of the 158 males interviewed were interested in further education or job training, courses bore little relationship to expressed needs and interests. Variables significant to participation included the following: younger age groups (15-34); larger numbers of children; local birthplace and kinship ties; residential patterns (including distance from night school); father's education; uncertainty as to adequacy of job skills; educational interest; and activity in formal organizations. Conclusions were drawn as to the educational needs of farmers and businessmen, restrictive effects of distance on participation, and the influence of long-time residents on existing course offerings. (The document includes 14 tables and 15 references.) (LY)

Dowding, M. (ed.) "Library style in the great white North", *Quill & Quire* 52 (November 1986): 18, 20.

Downey, J. "The third wave: ripple or breaker? Education in the eighties", *Dalhousie Review* 61 (Summer 1981): 205-216.

Downey, L.W. *The Small High School in Alberta: A Report of an Investigation.* 1965, ERIC, ED 032 167.

An assessment of the present status of the small high school in Alberta, Canada, a prediction of the probable future of rural high schools of various sizes, and the generation of recommendations for the improvement of the educational opportunities provided by necessarily existent small high schools were the objectives of this investigation. The organization of Alberta high schools and their programs are discussed historically. The present status of the small high school is presented which includes a discussion of the program it offers; the achievement and satisfaction of its students; the qualifications, experience and work load of its teachers; the facilities it is provided with; and the leadership and consultative services it receives. Also, the typical small high school community is described. Recommendations are presented with respect to the following: the necessity and feasibility of maintaining all presently existing small high schools; the strengthening of necessarily existent small high schools; and the implementation of proposed improvements. It is specifically recommended that multi-campus high schools be established where they are geographically feasible throughout the province, and that ways and means of capitalizing upon the strengths of smallness and overcoming the weakness of smallness be considered. (SW)

Doyle, S. "College takes education to the people", *Feliciter* 36(3) (March 1, 1990): 8.

Drummie, M.A. *A Research Report on New Brunswick School Drop-Outs in the Academic Year 1963-1964.* Fredericton: New Brunswick Department of Youth and Welfare, 1965, ERIC, ED 029 939.

This study of dropouts from New Brunswick (Canada) schools presents a description of dropout characteristics and makes a comparison with findings of the dropout profile from the preceding year. Six variables were found to be stable factors—sex, original language (French or English), end result of leaving school (work, school, or other), grade age, and school curriculum (academic or non-academic). The degree of data stability is said to be relevant to planning long-term prevention programs. (NH)

Edmonds, E.L. *The Small Rural Schools of Prince Edward Island.* Prince Edward Island, 1981, ERIC, ED 297 922.

In 1973, there were 56 one- and two-room elementary schools in Prince Edward Island (Canada). As part of a descriptive survey of these schools, now closed by consolidation, researchers visited each school in 1973 and recorded details of the buildings, facilities, and school organizations. Teachers from 47 schools and their 737 students in grades 4-8 completed questionnaires assessing their opinions of the learning environment in their schools. Most schools were one story, wooden structures on concrete foundations, located in the countryside near villages and heated by oil space heaters or furnaces. Only 22 had cold running water and only 16 had telephones, whereas 9 lacked electricity. Playgrounds were relatively undeveloped, with little equipment. Most teachers were women and had

qualifications equal to provincial averages; over half were below age 40 and had at least 10 years experience. Teachers treated the small school as superior to larger schools in the areas of student learning, interpersonal relationships, and classroom discipline, and inferior in the areas of instructional resources and extracurricular activities. Students rated their classrooms as high in social cohesiveness and competition. The document asserts that the results disprove many pre-consolidation claims made against small schools by the provincial Department of Education. The report includes one vision of the ideal three classroom school, and 76 references. (SV)

Edwards, S. "Spotlight on higher quality of education", *Financial Post* 78 (July 14, 1984): 21.

Emerson, R. *An Assessment of the Need for Elementary School Counsellors in a Small, Rural British Columbia School District*. Vancouver: Educational Research Institute of British Columbia, May 1984, ERIC, ED 249 017.

To assess the need for elementary school counsellors, 75 superintendents of school districts throughout the province as well as 200 elementary school parents, 80 teachers, four principals, and 200 students from a small, rural school district in the British Columbia interior were surveyed using self-report questionnaires. The assessment provided information regarding the types of counselling programs and the levels of service offered throughout the province, and focused especially on small, rural school districts. Both qualitative and quantitative data were analyzed focusing upon perceptions of needs, assessment of current local service levels, possibilities for improving service levels, and provincial service level norms, in relation to elementary school counselling. Superintendents indicated a wide range of types of levels of services offered by school districts throughout the province of British Columbia. Parents and teachers indicated they perceived a need for a counselling service provided by their small, rural school district. Students indicated neither a strong need nor lack of need for a counselling service. (Author/BRR)

Faulkner, R. *Evaluation of a Program of Training for Day Care Attendants*. Montague: Prince Edward Island NewStart, Inc., May 1971, ERIC, ED 052 447.

This project attempted to show that rural disadvantaged young women can be trained for employment as day-care attendants. The nine course participants were selected from a group of women between the ages of 18 and 25 who had previously received training in basic education and life skills. Criteria included physical and mental health, grooming, social behaviour, fondness for children, tested and demonstrated sensitivity to the needs of children, and tested and demonstrated interest in working with children. The program lasted 420 hours and was divided into: (1) three weeks of orientation and observation of operating centres, (2) two weeks of intensive theory, and (3) 11 weeks spent in the mornings in a day-care centre working under supervision and supervisor instruction. It is not yet

possible to conclude that this program has successfully demonstrated that training day-care attendants or providing day care services can provide a useful or valuable input to outreach centres in designated regional growth centres. (CK)

"Federal grant for education on Métis settlements", *Native People* 11 (August 18, 1978): 1-2.

Fennell, T. "Fight over excellence: B.C. educators don't like Bennett's gift", *Alberta Report* 13 (March 3, 1986): 44-45.

Fisher, S. "General store library popular", *Feliciter* 35(2) (February 1989): 5.

Fleming, T. "Restraint, reform and reallocation: a brief analysis of government policies on public schooling in British Columbia - 1981 to 1984", *Education Canada* 25 (Spring 1985): 4-11.

"Flying professors bringing university north to Ft. Chip", *Native People* 13 (August 15 1980): 5.

Foght, H.W. *A Survey of Education in the Province of Saskatchewan.* Regina, 1918.

Forcese, D.P. *School-Related Factors and the Aspiration Levels of Manitoba Senior High School Students.* Winnipeg: University of Manitoba, September 1965, ERIC, ED 027 104.

One of a series of studies based on data collected from 1,844 eleventh and twelfth grade students in Canada examined educational and occupational aspiration levels of youth relative to selected school-related factors. Rural and suburban youth were compared. An attempt was made to assess the utility of the variables as predictors of aspiration levels of youth and the extent to which the variables might explain varying levels of aspiration. For each of the variables tested, socio-economic status was controlled. Statistical analysis of data, collected by means of questionnaires, indicated that urban youth aspired to higher levels than rural youth. There was no indicated relationship between aspiration levels and distance from school or number of schools attended; there were relationships between aspiration levels and I.Q., teacher encouragement, and participation in extra-curricular activities. Grade nine examination scores appeared to be reasonably reliable indicators and potential predictors of later aspiration levels. (SW)

Forrester, D.W. "Adult beginners: music education's new frontier subjects", Music Educators Journal. 62(4) (December 1975): 56-58.

Author examined ways of including music in adult education programs. He referred to working with adult beginners as a "new frontier" for the profession. (Editor/RK)

French, F. *Special Educational Adminstrative Policies in Alberta and Newfoundland During 1982: Implications for Policy Development and Service Delivery*. Paper presented at the Annual International Convention of The Council for Exceptional Children (61st, Detroit, MI, April 4-8, 1983). Edmonton: University of Alberta, Faculty of Education, ERIC, ED 229 988.

Special education policy and services in Newfoundland and Alberta were examined and compared. The two provinces were chosen because of legislative policy differences in the provision of special education, large proportions of non-urban citizens, and a recent tenfold increase in services. Analysis of surveys completed by 30 shcool boards in Newfoundland and 72 in Alberta revealed that many districts have been providing extensive services for handicapped children. However, the majority of districts do not provide explicit policy on rights of exceptional children. Comparison with survey results from British Columbia and New Brunswick revealed substantial consistency across the provinces. Districts indicated the need for policy on issues of pupil referral, assessment, programming and placement, and on communication with parents. (The appendixes include a 25-page literature review and the survey questionnaire.) (CL)

Friese, D. *Evaluation of Public Library Bookmobile Service in Rural Areas in Comparison to a Books-By-Mail Service, 1976, ERIC, ED 125 633.*

A study was undertaken in rural areas of Nova Scotia, Princes Edward Island, and Newfoundland, Canada, to investigate public library bookmobile services in comparison to book-by-mail service. A cost/benefit analysis was done with cost data taken from accounting information and benefits information derived from a questionnaire completed by library service users. Results showed that bookmobile services have the potential for a far greater variety and quality of service. (EMH)

Friesen, J.W. "Challenge of the north—for teachers", *Canadian Journal of Native Education* 11(3) (1984): 1-14.

Describes the development of native culture and the role of the church in Fort Chipewyan, Alberta. Describes the history of the schools, the school program for grades K-10, and the challenges of teaching in the northern community. Discusses seven educational concerns and interests of the local community. (SB)

Fuchs, D.M. *Social Support Networks: An Effective Means for Coping with the Unique Problems of Rural and Remote Communities*. Paper Presented at the Ninth National/Second International Institute on Social Work in Rural Areas (Orono, ME, July 28-31, 1984). ERIC, ED 253 381.

Intervention aimed at the development of social support networks provides a means for preventing some of the physical, emotional, and social problems of both long-term and transient rural residents. Individuals living in rural and remote communities face several contextual problems, including distance, personal and professional isolation, unique so-

cial/economic/political environmental pressures, sporadic and limited resources. Rural social workers can engage in a variety of activities to optimize the quality and sufficiency of support that people receive from informal caregivers in the community and from their primary social contacts. This paper presents a social networks and social support framework for use by rural social work practitioners in the remediation and prevention of emotional and social problems generated by rurality's contextual factors. The framework is then applied to a rural remote community case situation, Churchill, Manitoba, and its application to both local and transient groups of people is examined. The paper closes with a discussion of common elements of the interventive frameworks: increasing individual and social support resources and/or building new linkages while abandoning problematic old linkages. (BRR)

Furlong, M. "Counselling in isolated localities: using personal resources", *School Guidance Worker* 35(5) (June 1980): 42-46.

Counsellors working in isolated areas like Newfoundland's Great Northern Peninsula need special characteristics and the ability to relate to the community as a whole. Counsellors must rely on personal resources and be familiar with individual and group counselling techniques to succeed, especially if they are the only counsellor available. (JAC)

Ganus, C. "The college choral program and the community", *Choral Journal* 23(2) (1982): 17-19.

Gardner, E.B. "Unique features of a band-controlled school: the Seabird Island Community School", *Canadian Journal of Native Education* 13(1) (1986): 15-32.

The Seabird Island Community School is a successful band-controlled school that has involved Indian people in the educational process, developed a strong sense of Indian identity in students, and promoted both cultural and academic goals. Numerous and varied links between community and school are a key to the school's success. (JHZ)

General Report of the Alberta School Discipline Study, 1975-76. Edmonton: University of Alberta, Alberta Department of Education, Alberta School Trustees Association, Alberta Teachers Association, April 1977, ERIC, ED 140 454.

This study originated as a result of public concern about standards of behaviour. The purposes of the study were to ascertain what school discipline was in fact like and what it should be like, and to provide information to practitioners. An extensive review of the literature was conducted. Nine groups—principals, vice-principals, teachers, students, parents, superintendents, central office personnel, trustees, and regional office personnel—were surveyed. The reaction of the largest single group, a plurality of 41 percent of all participants, was that school discipline as it was in 1975-76 was just about right. Parents especially endorsed this view while trustees and teachers especially endorsed the second

most popular view that discipline was a little lenient. Although groups differed one from another in their views, group differences were overshadowed by the diversity of views within any one group. The study found little differences in views on school discipline between participants associated with different grade levels and some differences between participants associated with urban and rural schools. Participants felt that large elementary schools were associated with discipline problems. (Author/IRT)

Gilchrist, R. *Implementing Computer Technology in School Systems*. Edmonton: Alberta Department of Education, Planning Services Branch, June 1983, ERIC, ED 238 182.

This study develops a model for introducing computers into the schools of the County of Grande Prairie, (Canada), and by extension into any small school system. Data were gathered from three sources: questionnaires to superintendents and school staff, on-site visits to schools needing computer instruction, and literature on the issues and strategies involved in introducing computers into instruction. The data covered information on the present use of computers (both instructional and non-instructional) in Alberta schools, current school policies on instructional computer use, distribution of computer software and hardware, existing teacher inservice programs in computer use, and training and interest among county school staff in using computers. The authors then create a model for introducing computers into small schools by focusing on the goals of computer-assisted instruction, on the budgeting considerations, and on possible issues arising in school board policy. Referring specifically to the County of Grande Prairie, they discuss the system's constraints, priorities, and policies affecting the introduction of computers; moreover, they note problems in the scheduling and budgeting of computer use and criteria in the evaluation of computer implementation. (JW)

Goard, D.S. *The Influence of Education and Age on Participation in Rural Adult Education*. Special Study 2. Vancouver: University of British Columbia, 1968, ERIC, ED 029 185.

A study was made of differences between participants and nonparticipants in rural adult education in British Columbia. Interviews were held with 881 household heads (126 participants, 755 nonparticipants). In general, participants were younger, had a higher standard of living, were more active in formal organizations, had more education, worked in higher prestige occupations, and had higher job earnings, than nonparticipants. Participants and nonparticipants appeared to have markedly different attitudes toward change, although many of the differences observed were accounted for by age and education. When these and other variables were controlled, however, participants were more willing than nonparticipants to give up their spare time to further their education, and they noted a greater need for more education to insure satisfactory employment in the future. To secure wider participation of the rural population in continuing education programs, it would first seem necessary to encourage the development of favourable attitudes toward change. (Nine references and 20 tables are included.) (LY)

Gregor, A. "High tech in the country classroom", *Maclean's* 100(49) (December 7, 1987): T6.

Gregor, A. and K. Wilson. *Post-Secondary Education in Canada: The Cultural Agenda I*. Winnipeg: University of Manitoba, 1986.

Gregor, A. and K. Wilson. *Post-Secondary Education in Canada: The Cultural Agenda II*. Winnipeg: University of Manitoba, 1987.

Hallein, J. *Alternatives for Providing School Library Service to Rural Newfoundland*. Paper presented at a workshop sponsored by the Port au Port R.C. School Board and the Western Newfoundland Regional Libraries (Stephenville, Newfoundland, February 1975), ERIC, ED 124 347.

Educators in Newfoundland are recognizing the value of media programs and are requesting instructional materials in order to meet the various needs of their students. In response, the Government of Newfoundland made a $5.00 per pupil grant to school districts for the purchase of instructional materials during the 1970-71 school year and has raised it to $8.00 for 1975-76. However, most school districts in the province are unable to make maximum use of this grant since they lack either the trained personnel to purchase and organize the materials or the proper physical facilities to house and distribute the materials. The problem is especially acute in those districts and schools located away from the major urban centres. This report discusses various alternatives for providing adequate instructional materials to schools in rural Newfoundland. These are: individual school libraries, a school-housed public library, bookmobiles, use of volunteer help, and regional centralized libraries. (NQ)

Hamilton, W.D. "Historical sketch of Indian education in the Maritimes", *Canadian Journal of Native Education* 13(1) (1986): 2-14.

The history of Indian education in the Maritime provinces reveals a predominantly day-school organization with emphasis—throughout contact time—on assimilationist and Christian programs. During the past decade emphasis has shifted to Indian control of Indian education, but the effects of this policy have yet to be clearly felt. (JHZ)

Hardisty, D.M. "Every adult for music, and music for every adult", *The Instrumentalist* 42 (May 1988): 75-76.

Haughey, J. *Counselling and Guidance Services in Selected Junior High Schools: Utilization and Identified Need 1979-80*. Winnipeg: Manitoba Department of Education, Planning and Research Branch, September 1980, ERIC, ED 203 206.

A 1979 study of the perceived impact of career guidance and counselling services provided to students at the junior high school level in three urban school divisions was replicated in

1980. Students (N=430)from 6 urban and rural schools completed questionnaires designed to explore student perceptions and attitudes concerning various aspects of counselling services found in their schools. Results indicated that although most students knew that counselling services existed in their schools, they perceived the counsellor as a crisis consultant rather than an information source. The students regarded parents as strong influences on their educational and career decisions. Socio-economic background was a major contributing factor in student decision-making processes and their stated information needs. Most students desired more information on job
planning and job search methods. Findings suggest that because students must make certain career-related decisions before selecting their tenth grade courses, the focus of counselling services in junior high schools should concentrate on providing information to facilitate students' career decisions. (NRB)

Haughey, M.L. *Changing Times: Rural Teachers' Comment on the Quality of Their Work Life*. Vancouver, British Columbia, November 1983, ERIC ED 238 649.

To discover how rural teachers in British Columbia felt about the quality of their work life, researchers surveyed all 1,148 teachers in the 242 elementary and secondary British Columbia schools that met the project's definition of "rural". Questionnaires, returned by 528 teachers (46%) were divided into five major areas: work conditions, teaching related matters, teaching matters, student related matters, and occupation related matters. Only 22% of the respondents were moderately or highly satisfied with their appointments. The majority were disenchanted with the quality of their work life. The teachers expressed major dissatisfaction with the public's perception of schools and teachers and with school board policies concerning professional development (sabbatical leave, inservice opportunities, formal study), contractual agreements (board-teacher consultations, retirement benefits), personnel matters (promotion, evaluation, hours for preparation and correction, involvement in district decision-making), and support services (consultation, aides, student diagnostic services). Teachers found satisfaction in those aspects of teaching which nurtured affiliation, professional esteem, and achievement. They were pleased with negotiated benefits, most teaching matters, professional relationships, and opportunities for local decision-making. The results can be used to acquaint graduating students with rural teachers' perceptions of their work and to extend the understanding of high teacher turnover. (SB)

Haughey, M.L. *Preparing Student Teachers for Professional Appointments in Rural Schools*. Paper presented at a working session of the Associated Teacher Education of Europe (Denmark, September, 1983), ERIC, ED 239 789.

Based on research and discussions with rural educators in Australia and New Zealand, a new rural teacher preparation program at the University of Victoria (British Columbia) is intended to sensitize students to the professional life of teachers in small rural communities

and to acquaint them with the demands of teaching multi-graded classes. The program responds to the current shortage of urban teaching vacancies in British Columbia, the expectation that most education students will have difficulty securing non-rural positions in the province for at least five years, demands for greater accountability, and rural parents' expectations of education which require that students be well prepared for their first appointments. In the new program, students must complete their third and fourth years of training at the David Thompson University Centre in rural Nelson, British Columbia. Third-year students participate in a four-month rural field experience and fourth-year students have two six-week rural practicums. Both groups are expected to teach at primary and intermediate levels, to log their experiences, and to become immersed in the dynamics of teaching and residing in a small community. Students completing the fourth year are eligible for the British Columbia Teaching Certificate. (SB)

Haughey, M.L. *Professional Continuing Education for Rural Teachers: Promising Prospects for the Future.* Vancouver, British Columbia, July 1983, ERIC ED 238 614.

For decades, teachers in British Columbia's rural schools have been expected to be professionally up-to-date but have had limited access to continuing professional education. The rough terrain and great distances between communities have made the provision of continuing professional education expensive and difficult. Their lack of access to continued training has been a major source of dissatisfaction among rural teachers. However, experiments since 1979 with interactive satellites and teleconferencing suggest that the traditional barriers to providing continuing training for professional groups in remote communities may have been overcome. The experiments include the interactive satellite transmission of an undergraduate course, four hours per week of live interactive programming for various professional groups, and plans for courses designed around a teleconferencing bridge allowing student-teacher conversation via long distance telephone lines. (SB)

Haughey, M.L. "Profile of a rural school teacher in British Columbia", *Education Canada* 23(2) (Summer 1983): 4-9.

Reviews limited research on rural teachers in British Columbia. Finds that rural teachers have more experience than previously, are increasingly male, there is a serious mismatch between teacher expectations and current conditions, and lack of public interest and support has had a damaging effect on today's rural teachers. (BRR)

Haughey, M.L. "Quality of work life: rural teachers' perceptions", *Canadian Administrator* 23(2) (November 1983): 1-6.

A questionnaire mailed to 528 teachers in rural British Columbia sought opinions on their conditions of work, professional autonomy, and interactions with students and administrators. Responses suggest policy changes to reduce high rate of teacher turnover. (JW)

Haughey, M.L. "Using high tech: continuing professional education by an interactive satellite system", *Improving College and University Teaching* 32(4) (Fall 1984): 191-94.

The Knowledge Network of the West Communication Authority in British Columbia was formed in 1980 to offer post-secondary institutions a telecommunication system for delivering courses by cable television and satellite transmission. In 1982, broadcasting facilities had been decentralized, enabling the University of Victoria to originate broadcasts. (MLW)

Haughton, H. "Music as social and cultural reproduction: a sociological analysis of education processes in Ontario schools", *Canadian University Music Review* 5 (1984): 38-59.

Hedley, R.L., et al. *Training in Supervision: A Limited Inservice Approach.* Bloomington: University of Indiana, June 1976, ERIC, ED 128 314.

Although it has been the practice of the University of Manitoba to place the majority of student teachers in metropolitan schools, recently there has been increasing pressure to place students in rural school divisions as well. One rural school division, however, has given some evidence of distrust in the university faculty and in its methods of student teacher placement and supervision. To overcome this difficulty and establish an atmosphere of mutual trust, it was decided to conduct a two-day workshop in supervision where division principals and university faculty members could cooperatively develop a model of supervision techniques that would be useful to the principals and that would ultimately benefit student teachers placed in the rural school divisions. A model for the analysis of instruction was developed based on the hypothesis that the observable part of the teaching act is comprised of a finite set of learned behaviours that can be identified, isolated, and practised. Supervisory personnel could evaluate the teaching act by assigning values to these behaviours. Five elements of instruction included in the model are: (1) a statement of entering behaviour describing the present status of the learner in reference to a future status the teacher thinks the student should attain; (2) a statement of observable behaviour describing what the student will be able to do after mastering an objective; (3) instructional procedures utilizing exposition, questioning, demonstration, and discussion; (4) performance assessment; and (5) continuous evaluation carried on by the teacher during actual presentation of the lesson. The workshop participants felt that they accomplished their goal of developing a structure for the analysis of instruction and that an understanding of the interpersonal relations between principals and teachers was achieved. (MM)

Helge, D. "Serving at-risk populations in rural America", *Teaching Exceptional Children* 20(4) (Summer 1988): 16-18.

This articles describes prevention and treatment factors that can assist rural students at risk for learning difficulties to develop self-esteem and lead useful lives. Factors include social change, teacher education, community-business-school partnerships, family involvement,

community education, interdisciplinary approaches to assessment, school policies, and community health and mental health services.

Henchly, N. "Rethinking learning: a plea for a fundamental reconsideration of education in Canada", *Policy Options politiques* 7 (March 1986): 20- 22.

Henchly, N. "What the future holds: pressures, challenges and opportunities", *Education Canada* 21 (Winter 1981): 14-21.

Herchak, G. and S. Weatherbe. "Retooling the schools: a PC push for high- tech education ignores teaching competitiveness", *Alberta Report* 11 (April 23, 1984): 41-42.

Holmes, Mark. "Educational establishment — the people's master: the case of English education in Ontario", *Education Canada* 26(4) (Winter 1986): 30-37, 52.

Humphreys, E.H. "Inequalities and rural schools: results of surveys in 1967 and 1969", *Alberta Journal of Educational Research* 18(2) (June 1972): 111-123.
This paper attempts to shed some light on the relation between educational opportunity, in terms of facilities, personnel, and services, and the type of community in which a student lives. (Author)

Humphreys, E.H. "Equality? The rural-urban disparity in Ontario elementary schools", *Education Canada* 11(1) (March 1971): 34-39.

Husby, P.J. *Educational Effort in Five Resource Frontier Communities*. Winnipeg: University of Manitoba, Centre for Settlement Studies, October 1971, ERIC, ED 101 919.
The study examined the educational efforts of five resource frontier communities (Thompson, Flin Flon, Lynn Lake, and Pinawa in Manitoba and Red Lake in Ontario) and compared their educational efforts with that of the Province of Manitoba. The measures of educational effort used were then evaluated to determine whether they might be usefully applied to other areas and communities. Data on population, school enrollment, wealth, and educational expenditures were collected for the period 1961 to 1968. Four sets of educational effort indexes were calculated—total operating expenditures and assessment; total net operating expenditures and personal income; net operating expenditures per pupil and personal income per capita; and municipal share of total operating expenditures and personal income. The income elasticity of demand for education was also calculated. Some findings were: (1) total educational expenditures for the communities of Flin Flon, Pinawa, Lynn Lake, and Red Lake, related to the local wealth indicators used, compared favourably with equivalent figures for Manitoba; (2) educational effort indexes for Thompson were

generally equivalent to, or somewhat below, the figures for the other communities and Manitoba; and (3) when using the municipal shares of local educational expenditures, the communities' educational effort was reasonably equivalent to Manitoba's for most of the years examined. (NQ)

Ingram, E.J. *Building School-Community Relationships in Northern Communities: A Sourcebook of Policy Alternatives and Recommendations*. Edmonton: University of Alberta, Department of Educational Administration, March 1983, ERIC, ED 237 283.

The three-part companion volume to the final report of the Education North Evaluation Project serves as a policy development resource book for anyone who must address questions of school-community relations. Part I focuses on the educational issues of concern to policy makers and their advisors in very remote, interracial, poor northern communities. Those issues fall into five categories: social (population explosion, housing, apathy, health), cultural (multiculturalism, prejudice), economic (resource development, seasonal employment), educational (purposes, priorities, community control), and political (distrust of government agencies, community organization and involvement, native movements). Part II presents seven strategic alternatives for use by senior level government to set the stage for the local improvement of the quality of school-community relationships. The strategies (local society, community school, local control, curriculum development resource centre, consulting and facilitating, community development and adult) are explained along with their strengths and weaknesses. Illustrations of their use are included. Part III is an attempt to develop a contingency framework for selecting an appropriate strategy by assessing the community's leadership ability, maturity, and readiness for participation based on situational leadership theory. The volume also includes guidelines for developing an ongoing project similar to Education North. (SB)

Ingram, E.J. "Education North: a case study of a strategy for building school-community relationships", *Canadian Journal of Native Education* 8(4) (Summer 1981): 3-12.

Education North project, begun in 1978, is a strategy designed to change the nature of school-community relationships in selected northern Alberta communities by improving the quality of school experience of children and young people. The implementation of the project is described. (ERB)

Ingram, E.J. "North: a case study of a strategy for building school-community relationships", *Canadian Journal of Native Education* 8(4) (Summer 1981): 3-12.

North project, begun in 1978, is a strategy designed to change the nature of school-community relationships in selected northern Alberta communities by improving the quality of school experience of children and young people. The implementation of the project is described. (ERB)

Jensen, K. "A novelty whose time has come", *Canadian Library Journal* 38(4) (August 1981): 199-205.
Discusses reasons for library involvement in the development of videotex in Canada, and proposes the use of a hypothetical videotex system with library staff and patrons as a closed user group to provide data for evaluating the impact of videotex on library services. Notes and 10 references are provided. (CHC)

Jesse, K. and A. Cooper. "Is it worth it? Red Deer public school district evaluates a review program", *Education Canada* 26(3) (Fall 1986): 22- 25.

Jones, D.C. "Better schools day in Saskatchewan and the perils of educational reform", *Journal of Educational Thought* 14(2) (August 1980): 125-137.
During Saskatchewan's populist school reform crusade of 1915-16, a public holiday, "Better Schools Day," was declared for province-wide meetings to gain community input on education. The feelings and issues which surfaced at these meetings are examined as evidence of the nature of the school reform movement. (SJL)

Joyal, S. *Support to Education by the Government of Canada*. Ottawa: Department of the Secretary of State, 1983.

Kapuscinski, B.P. "Teacher demand and supply in western Canada", *Education Canada* 22(2) (Summer 1982): 30-33, 43.
The article reviews the current status of teacher supply and demand, examines needs that have been identified, and draws implications for teacher education. The focus of the needs assessment is on one province: Saskatchewan. (AH)

Katz, J. "Hi-tech future requires education to go 'national'", *Financial Post* 78 (May 5, 1984): 6.

Lacelle, N. *Rural Development Centre: A Community Training Experience in Agriculture*. Ottawa: Canadian Council on Rural Development, 1978.
"Study commissioned by the Canadian Council on Rural Development ... [and carried out by the] Canadian Institute for Adult Education."

Lam, Y.L. "Relationships between setting, size and school environmental characteristics", *Administrator's Notebook* 31(9) (1985): 1-4.
Reports on findings from a study of 217 schools in Manitoba designed to scrutinize how principals of large and small schools in urban and rural settings perceived the effects of environmental constraints. (MLF)

Lam, Y.L. "Teacher professional profile: a personal and contextual analysis", *Alberta Journal of Educational Research* 28) (June 1982): 122-134.

Using Snizek's shorter version of Hall's professionalism scale assessing five attitudinal components, provincial professional profiles have been developed from 1203 Manitoba teachers based on six personal and contextual variables. Results indicated no clear-cut patterns can be established between professionalism and variables selected, with the exception of "perceived usefulness of professional development." (Author/AH)

Leasak, J. "Cognitive processing, intervention and achievement", *Alberta Journal of Educational Research* 28(3) (September 1982): 257-266.

Uses fourth-grade classes (N=94) from four separate rural schools to measure increases in simultaneous and successive processing due to an intervention program to improve simultaneous processing in spelling, arithmetic, and reading used on two experimental classes. Individual marker tests show significant change, as do reading and arithmetic achievement scores. (AH)

Lee, L.E. *Post-Secondary Accessibility for Frontier Students.* Winnipeg: Manitoba Department of Education, ERIC, ED 250 133.

Existing enrollment and financial assistance data for Frontier School Division and provincial school students were examined to identify trends and factors in secondary and post-secondary school participation and to suggest strategies for increasing post-secondary accessibility and participation. Figures for 1977-1982 indicated that 25-30% of Frontier students received financial assistance from the Student Aid Branch and that retention through grade 12 increased for Frontier students while remaining stable for provincial students. Frontier vs. provincial overall figures revealed that more Frontier students expected to attend college but more provincial students expected to complete a degree. Other data reflected sex, parental and sibling influence, social and employment considerations, and support of other individuals. Financial and institutional barriers appeared to seldom hinder access to post-secondary; the crucial, and very real barriers were social and cultural factors. To increase post-secondary participation and retention of Frontier students requires additional counselling, use of distance education and satellite campuses, college introductory and orientation programs, increased parental involvement, and adjustments in the student aid program. Future studies should focus on social and cultural factors and should develop and use effective data acquisition procedures. Comprehensive statistical data are presented in and appended to the report. (MM)

Leggott, M. "Local area networks — for your library?", *Canadian Library Journal* 46(5) (October 1989): 303-305.

"Libraries on the air [Mid-western Ontario]", *Quill & Quire* 43(1) (January 1977): 12.

Lidster, E.L.R. *Some Aspects of Community Adult Education in the Northwest Territories of Canada, 1967-1974*. Yellowknife: Northwest Territories Department of Education, 1978, ERIC, ED 226 933.

Published as a record of the early development of some aspects of community adult education in the Northwest Territories of Canada, 1967-1974, the book begins with a statement of the philosophy of adult education and a listing of objectives of community adult education. The first three philosophical bases listed are: start with people where they are (in this case living in remote settlements scattered over a circumpolar area comprising 1/3 of Canada's land mass); people are anxious to learn about events happening around them and exploding in their midst; and where feasible programs should be taken to the people rather than plucking people out of settlements to take them to the programs. The first three program objectives cited are: to develop programs which will meet the needs as expressed by the citizens of the community to be served; to encourage research and development; and to give the community responsibility for the program. A background section and an adult education section are provided for each of the programs in four regions: Baffin Region (seven programs), Fort Smith Region (12 programs), Inuvik Region (eight programs), and Keewatin Region (four programs). A special topics section (24 items) and 15 appendices conclude the document. (BRR)

Loken, G. "Perspectives on change in educational structures in Alberta", *Alberta Journal of Educational Research* 15(4) (December 1969): 207-223.

Lucas, B.G. *Diversity and Decline in Rural School Systems: A Conflict Management Perspective*. Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983), ERIC, ED 228 001.

While it is not the intent of the paper to portray the rural school jurisdictions as completely riven and incapacitated by conflicting interests, a very strong implication emerging from studies of these school systems is that "integrative" management policies and strategies are needed to counteract the fragmentation which has been exacerbated by the decline in student enrollments. Sections in this opinion paper include a brief review of sources of divisiveness in rural school administrative structure in relation to the factor of decline in enrollment in Saskatchewan and a discussion of approaches to conflict management, i.e., "integrative" management, consensus approach to management, political integration, sovereignty-dependence, and cross-cutting cleavages. The conclusion suggests that in reviewing two "integrative factors" which are associated with the theory of political integration, it was not the intent of this paper to suggest that they offer some kind of panacea for dealing with the problems of coordination and of public consent in rural school systems;

that, apart from theoretical considerations, it appears events are enforcing the need for a greater degree of inter-community toleration and cooperation in differentiating and sharing educational services and resources; and that current approaches to organizing and administering rural school jurisdictions are really quite superficial. (AH)

Macdonald, H.A., (comp.) *Northwest Territories Testing Program*. November-December Norms for Metropolitan Achievement Test Battery. Ottawa: Canadian Department of Indian Affairs and Northern Development, 31 May 1969, ERIC, ED 039 043.

The report presents local norms and tables derived from scores of the third administration of the Metropolitan Achievement Test Battery to pupils in grades two, four, and six in the Northwest Territories during November and December of 1968, and similar data from testing in 1966 and 1967. The student population in the schools consisted of 3 broad ethnic groups: Eskimo, Indian (Métis), and white. The testing program was aimed at (1) giving the teachers a diagnostic tool, (2) establishing a regular pattern of evaluating achievement in the Northwest Territory schools, and (3) providing teachers and supervisors with a standard for comparison of levels of achievement. The document is appended with tables of average scores on selected sub-tests and distribution of pupils by grade, ethnic origin, and age group. (BD)

MacIsacc, T. "Proposal for school reform in the face of cutbacks", *Education Canada* 24 (Fall 1984): 38-43.

Mackenzie, J. *Frontier School Division/New Careers (Post-Secondary Education Program) Community-Based School Counsellors Training Program*. Paper presented at the Mokakit Indian Education Conference (October 17, 1986), ERIC, ED 299 084.

This paper describes a competency-based program to train local adults as school counsellors in the remote areas of Manitoba (Canada). In 1983, the program selected six men and 12 women from 15 communities for training; candidates were 23 to 48 years old, with educations ranging from grade five to first year university, were well respected in their communities, and were highly likely to remain in the community after training. Local teachers, administrators, parents, and students provided input on what the role of the school counsellor should be, and school counsellors throughout the province identified theories, skills, and attitudes needed. The resulting comprehensive job description covered 9 major areas of responsibility, 44 job functions, and 300 job tasks. As workers in training, students worked 6 weeks in their local schools under specifically structured supervision, then spent two weeks in the classroom as a group, for a period of 2 years. Those without high school diplomas also worked on GEDs. Students started at 70% of their graduating salaries, with increases every six months. The program provided funds for travel, rooms, meals, and child care during classroom training, and personal support from staff and peer groups. In 1985,

15 trainees graduated with a post-secondary education certificate in school counselling. The paper includes sample pages from the job description, the competency-based training plan, and the job evaluation form. (SV)

MacLeod, G.E.M. "Voices from the attic: Canadian public opinion on education", *Phi Delta Kappan* 66(5) (January 1985): 344-348.
Reports results from the 1984 Canadian Education Association poll of public opinion of education. This is the first Canadian survey of its kind. (MD)

Magrill, R.M. "Concept of resource sharing", *Canadian Library Journal* 35 (October 1978): 355-359.

Marshall, D.G. *From Rhetoric to Action: Approaches to Small Schools for the Coming Decade*. Keynote speech delivered to the Annual Meeting of the Canadian National Symposium in Small Schools (2nd, Atikokan, Ontario, Canada, October 1986), ERIC, ED 276 106.
This paper provides a perspective on issues among small schools in Canada through an analysis of topics that focus on Ontario. During the early phase of the small school movement, many educators believed that "small" represented a deleterious condition. After researchers examined negative conditions among larger schools, however, educators reconsidered the benefits of small schools and now regard them as having unique educational settings. What constitutes a small school and a quality curriculum are current issues. Enrollment declines in Ontario secondary schools have led to contraction of program offerings, but quality is not necessarily measured by the number of courses. Research is needed that distinguishes between the effects of ruralness and of smallness. Under the scrutiny of the public, media, researchers, and futurists, the checking for quality and for social responsiveness will reveal both positive and negative characteristics of small schools. With the impetus toward individualized instruction, the effects of distance, isolation, and curriculum breadth could be erased by information technologies. The ministry should support small schools for their unique needs. Research needs include longitudinal studies of small school students and analysis of school strategies. University teacher education programs should provide greater preparation for small or rural settings. (CJH)

Marshall, D.G. *From Survival to Serendipity: Small Schools inthe 80's*. Paper presented at the Small Schools Conference (Brandon, Manitoba, Canada, January 1, 1984), ERIC, ED 269 177.
Attention to small schools in Manitoba reflects concern for rural development, recognition of cultural pluralism, awareness of benefits of small town living, and a growing scepticism about benefits of consolidation which have led to an appreciation of traditional small school educational practices. The challenge for small school educators is to insure that the increased attention is properly directed so that small schools will endure when interest wanes. Information from large urban schools cannot be used as benchmarks to examine small rural

schools, and established theories of administration cannot be applied to a small rural context. small schools differ from large schools not only in size, but also in environment and community factors. Rural school staffing problems may require certifying teachers for small schools, matching teacher characteristics with small school needs, and developing inservice activities. Development of curriculum materials for small rural settings must assume that small is unique, that more resources to buy more materials is not the only answer, and that students should receive quality materials designed for them and delivered in ways appropriate to the environment. Improvement of small school education includes placing responsibility for change upon the community with support from, but not dependency on, central educational agencies. (LFL)

Martyn, E. "Retention by native communities of status Indian graduates of teacher education programs", *Canadian Journal of Native Education* 12(1) (1984): 62-64.
Reports on August 1983 study investigating retention of Canadian native graduates of three special education programs in native community schools. Shows that, during first year after graduation, all subjects were employed in the field of education and 88 percent of subjects spent most years since graduation as educators in native communities. (NEC)

Mayfield, M.I. "Parents, children and reading: helping Canadian native Indian parents of preschoolers", *Reading Teacher* 39(3) (December 1985): 301-305.
Describes a program adopted by five native Indian bands in British Columbia in which parents promote their children's early language and reading skills in the home. (FL)

McDiarmid, G.W. "*...Doctor, Lawyer, Indian Chief:" The Educational and Occupational Aspirations, Plans, and Preferences of Eskimo Students on the Lower Yukon.* Anchorage: University of Alaska, Institute of Social and Economic Research, November 1982, ERIC, ED 228 014.
A 1980 survey of 323 Yup'ik Eskimo high school students in the Lower Yukon region and 117 white high school students in Fairbanks (Alaska) examined their educational and occupational aspirations and preferences. Students were asked what types of jobs they saw as desirable, what their occupational and educational aspirations were, and what types of rewards they wanted from work. There were no significant differences between Eskimo and white samples in aspirations for post-secondary education. There were differences between Eskimo and white subjects in patterns they followed in pursuing higher education; nearly 1/3 of the Eskimo sample planned to spend time in their home villages before going to college while white students preferred to go straight to college. Both groups chose professional occupations as the "best" kinds of jobs and unskilled, blue-collar occupations as the least desirable. Eskimo subjects were just as likely to want permanent, year-round, full-time jobs as were urban whites. The assumption that Eskimo students are less interested in a college education or in preparing for professional, technical, or managerial careers was not

supported. While there seemed to be differences in the kinds of rewards rural Eskimo and urban white students seek from jobs, similarities clearly outweighed differences. (BRR)

McGinnis, B. "Kitaskinaw School", *Canadian Journal of Native Education* 8(1) (Fall 1980): 13-18.
Describes the philosophy, history, financial and administrative arrangements, curriculum, and pupil population of the Enoch Indian Band's unusual integrated Kitaskinaw School, opened in 1977 on the Stony Plain Indian Reserve No. 135 in Alberta, Canada.

McGonnell, P.C. *Some Results of Two Basic Skills Training Programs in a Rural Setting*. Montague: Prince Edward Island NewStart, Inc., September 1970, ERIC, ED 043 839.
The basic education program designed by Method of Intellectual Development (MIND) Inc., was used with two samples of adults in an attempt to update their basic skills quickly and economically in a non-school environment. The two samples consisted of: 23 unemployed and underemployed males; and 24 females. Ages ranged from 17-24 years. The two groups were divided into high achievers and low achievers. The MIND program was offered three hours a day for twelve weeks. There were 90 hours each for communication skills and arithmetic skills. Three qualified teachers were used as monitors for reporting and analyzing, and evaluating. The Stanford Achievement Test Intermediate II Battery and the Otis Quick Scoring Mental Ability Test Gamma were given before and after instruction. In most of the learning situations, the groups made significant gains; however, the results were not of the magnitude claimed by the developers of the MIND package. Subjective data showed positive changes in the behaviour and attitudes of the trainees. (PT)

McNiven, C. "Will B.C. become an academic backwater?", *Perception* 7 (November/December 1983): 19-21.

Melberg, K. "Reaching the children of Saskatchewan's north", *Entourage* 1(4) (Autumn 1986): 26, 28-33.
The Children North ECIP (early childhood intervention program) focuses on the needs of handicapped children or those at risk of developmental delay in the northern rural reaches of Saskatchewan. Problems of geographical and cultural isolation of native families are considered. (DB)

Miller, B.A. *Teacher Preparation for Rural Schools*. Washington, D.C.: Office of Educational Research and Improvement (ED), 1 March 1988, ERIC, ED 295 772.
Small, sometimes multi-cultural, rural schools need specialized pre-service teacher education programs to prepare teachers. After outlining the classroom, school, and socio-cultural characteristics affecting a teacher's success and survival in a rural community, this paper discusses the apparent lack of rural content in teacher preparation programs nationwide. A

review of topics covered by pre-service teacher education programs and of teaching skills needed in small rural schools helps illustrate what is needed to improve pre-service programs. The paper includes descriptions of nine rural pre-service and inservice training programs in Hawaii, Alaska, Utah, Oregon, Montana, and British Columbia. The four Alaskan programs focus on the particular problems in recruiting and training teachers for remote Native villages. The paper includes five tables, 16 references, and two appendices covering rural education organizations and resources for multi-age classrooms. (SV)

Millerd, F.W. *Adult Education and the Adoption of Innovations by Orchardists in the Okanagan Valley of British Columbia.* Vancouver: University of British Columbia, 1966, ERIC, ED 011 098.

This study analyzed the general behaviour of orchardists in the Okanagan valley, British Columbia, and the factors related to adoption of innovations in this setting. Five percent samples were drawn from 19 districts consisting of 2,721 orchards, and data were gathered by resident agriculturists. The data were analyzed by stage in the adoption process in adopter categories of — (1) innovators, early adopters, and by individual characteristics such as age, educafional level, including adult education experience and tenure, (2) community participation, and economic characteristics, including size of the enterprise and financial status, and (3) community attitudes about the acceptance or rejection of innovations as perceived by the respondents. The orchardists had access to new information from commercial enterprises in equipment and supplies, cooperative marketing organizations, a federal research station, but most systematically from the district horticulturists, who provided personalized services, conducted meetings, and planned instructional programs. Seven innovations presented through a 1964 TV Chatauqua or introduced previously were compared. Early adopters showed above average economic status and educational participation, a higher proportion of full-time orchardists, greater civic participation, and more use of mass media, personal contacts, and agricultural agencies. This document is also available from University Extension, the University of British Columbia, Vancouver, B.C. for $1.50. (LY)

Ming, M. "Rural library training: bridging the distance effectively", *Canadian Library Journal* 44(2) (April 1987): 73-78.

Describes a pilot project in Alberta designed to provide training for the staff of small rural school and public libraries through various distance delivery methods. Reported results include demographics of the rural librarian population; evaluation of courses offered; and comparison of delivery modes by student satisfaction, effectiveness, and cost. (CLB)

Mittermeyer, D. "Public libraries: boards don't make a difference", *Canadian Library Journal* 43(6) (December 1986): 434-435.

Molgat, P. *Education in Area Economic Development*. Winnipeg: University of Manitoba, Centre for Settlement Studies, June 1972, ERIC, ED 101 920.

The study determined the: (1) relationship between dropout rates and the quality of education, teacher qualifications, diversity of curriculum and extra-curricular activities, average town income, percentage of the high school population of American Indian or M)tis descent, and school size; (2) effects of educational expenditures on business sales, jobs, and incomes in the Interlake Area of Manitoba; and (3) human capital value. The study's objective was to develop a viable framework for determining the role of education in the area's economic development. Data, obtained from the Department of Education and the 13 high schools in the Interlake Area, were analyzed by multiple regression analysis, an input-output table, and present value equations. Among the findings were: (1) the schools provided employment for a large number of teachers and support staff who spent money in the community and supported local businesses; (2) construction of schools provided jobs in the community and supported the level of local business sales; (3) the higher the town average income, the lower the dropout rate; (4) human capital value increased when the dropout rate was lowered; and (5) towns with low average income levels had teachers with low salaries and low qualifications which led to low quality of education. (NQ)

Mulcahy, R. "Gifted education for Inuit youngsters: problems and issues", *Special Education in Canada* 58(4) (Summer 1984): 127-129.

The paper describes an experimental on-site program for gifted Canadian Arctic Inuit youngsters, based on J. Renzulli's triad model, focusing primarily on development of problem-solving and decision-making skills, as well as including a creative-artistic component. Problems and issues are addressed, related to program development in remote and isolated areas. (CL)

Nagy, P., D.R. Drost and H.G. Banfield. *The Influence of Community Isolation on Student Achievement: Technical Report*. St. John's, Newfoundland: Institute for Educational Research and Development, Memorial University of Newfoundland, 1982.

"No more school-public libraries for Newfoundland", *Quill & Quire* 43(16) (November 1977): 5.

O'Hara, J. "Battle over cutbacks", *Maclean's* 98 (March 25, 1985): 56-57.

Olseng, I. and J. Burley. "The second chance", *International Journal of Music Education* 9 (1987): 34-36.

Ontario Department of Education. *Living and Learning*. Toronto: Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, 1969.

Osborne, K. "Manitoba education today", *Canadian Dimension* 19 (May/June 1985): 10-11.

Oswald, D.M. et al. *Rural Studies in Teacher Education From Innovation to Stabilization*. Summary of the Symposium on Rural Education. Nelson, British Columbia: University of Victoria, David Thompson University Centre, June 1983, ERIC, ED 235 946.

According to an evaluation symposium, the David Thompson University Centre (University of Victoria) pilot program in rural education, which includes a 14-week early field experience designed to help education students understand the relationship between rural communities and their schools, is "substantial and outstanding". Faculty, students, field sponsors, and university and provisional education officials meeting to examine the program called for program stabilization beginning in 1983-84 in organization, pedagogy, and experience. Specifically, participants recommended maintaining the programs's size and field experience but improving the faculty balance between field and academic professionals, increasing professional development opportunities, developing long-range backing and funding, and improving public relations. Recognizing the problem of maintaining the quality of graduates during stabilization, participants recommended student preparation for rural living and enhancement of personal and professional skills. They also recommended strengthening the curriculum by developing students' abilities in organization, professional attitudes, and awareness of the characteristics of effective schools, and by instructing students in lesson planning, unit planning for multi-graded classrooms, professional ethics, and current research. Finally, the program should provide students with both internal experiences (such as lack of privacy, job relief, or job security) and external experiences (such as climate, remoteness, and resource sparsity). (SB)

Owston, R.D. "A co-operative model for the evaluation of Indian community schools", *Canadian Journal of Native Education* 10(3) (Spring 1983): 1-4.

Indian-controlled education programs may be evaluated by involving community members/leaders; administrators/teachers/students; federal-provincial education officers. The advantages include heightening community awareness of strengths/weaknesses in education programs, allowing community control over nature/duration of valuation, providing ongoing feedback throughout evaluation, and a final summary report for future reference. (MH)

Owston, R.D. *An On-Campus, Off-Campus Model for Native Indian Teacher Education*. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 1981), ERIC, ED 207 726.

Designed essentially for native para-professionals in order to meet a shortage of native teachers, a three-week on and five-week off-campus cycle program for Canadian Indian teacher education at the University of New Brunswick allows students to obtain degrees for

teaching certification in four academic years and three summers. The participants (mainly women with families), who are employed in federal or provincial schools as teacher aides or education workers, travel from reserves to university for the on-campus cycle, and professors from regular teacher education departments of the universities travel to the reserves to conduct weekly tutorial classes during the five-week off-campus period. The program, funded by the Department of Indian Affairs and administered and supervised by university faculty, entitles all status Indians in the program to textbook, travel, and accommodation allowances from the Department. External evaluations, professional instruction, comparisons of students with those in other regular university programs, and rigid student teaching requirements maintain the same educational standards as those in the regular university programs. Results of the four-year-old program seem positive in terms of student social and intellectual growth, dropout rate, and student teaching performance. (JD)

Owston, R.D. *The Indian Students B.* Ed. Program—How the University of New Brunswick Responded to the Needs of the Indian Community. Paper presented at the Atlantic Education Association Conference (November 2-4, 1978). Fredericton: University of New Brunswick, ERIC, ED 168 803.

In the fall of 1977 a four year project was initiated to assist a group of Micmac and Maliseet Indians to earn the Bachelor of Education degree and become eligible for teacher certification. The 41 participants were teacher's aides who wished to be upgraded to classroom teachers. To allow students to maintain their full time jobs, an on-campus, off-campus format was developed. During each of the two regular terms students attended two three week on-campus sessions, each of which was followed by a five week off-campus session. New material was introduced by course instructors during the on-campus sessions while the period away allowed time for special projects, group tutorial sessions, follow up work, etc. Roughly equivalent academic standards and course content were maintained; common assignments and tests were given whenever practical. During the six week summer session the Indian students were integrated with the general student population in arts/education courses. By September, 1978, nine students had withdrawn from the program, only one of which was forced to leave because of low academic standing. Even though less than half of the Indian students had completed high school, their mean cumulative grade point average was slightly higher than that of the regular education program. This progress report on the first year of the program's operation concludes with a number of recommendations for persons establishing similar programs. (Author/DS)

Packer, K.H. "Collecting Canadian library statistics", *Canadian Library Journal* 34 (June 1977): 203-207, 209-211.

Padwal, R.S. *The Relationship of Self-Concept to Intelligence, Anxiety and Academic Achievement*. Regina: Saskatchewan School Trustees Association, April 1984, ERIC, ED 260 513.

This study examined the relationship of self-concept to intelligence, anxiety, and academic persistence and achievement among young adolescents in a rural school division in Saskatchewan. Eighty-five students in grades seven and eight were administered the Piers-Harris Children's Self-Concept Scale, Sarason's Test Anxiety Scale, Sarason's General Anxiety Scale for Children, and a Demographic Information Inventory. Information about the subjects' IQ and CTBS scores and first term marks in English, social studies, science, and mathematics was obtained from school records. Statistical procedures used to analyze the data revealed that self-concept and intelligence were not significantly correlated; that self-concept and both test and general anxiety had a significant negative correlation; and that self-concept and academic achievement had a significant positive correlation, both with and without the intelligence factor included. (TE)

Park, J. "Ontario: new martyrs in old Huronia", *Maclean's* 93 (March 03, 1980): 23-24.

Park, J. "Upgrading popular at Fishing Lake", *Native People* 9 (February 20, 1976): 14.

Pauls, S. "The case for Band controlled schools", *Canadian Journal of Native Education* 12(1) (1984): 31-37.

Supports the conversion of federal schools to band controlled schools, arguing that education patterns of federal schools are either inadequate or unsuitable to provide the education Indian students need. Outlines development of Indian education from 1600-1933, provides rationale for Indian control, and discusses four problems with band control. (NEC)

Platt, G.H. "Public Libraries and funding freezes", *Canadian Library Journal* 40 (August 1983): 215-218.

Project Canada West. *Small Town Canada: A Study of Life Styles in Transition*. Edmonton, Western Curriculum Project on Canada Studies, 1971, ERIC, ED 066 352.

The team assigned to develop a unit of study on Urbanization chose to examine a small town in Canada as a means of creating better understanding of urban growth, problems, and solutions. The general purpose was to develop in students an increased awareness of their own community by giving them an opportunity to observe, experience and participate in the affairs of a small community. It was submitted that involvement through direct observation and experience enable students not only to discover common problems which now exist in most urban communities, but also to channel their energies into seeking solutions to those problems. Grade 11 students visited Chilliwack (near Vancouver, B.C.) to study its characteristics, population, economic factors, and the general way of life and attitudes of the residents. Four weeks were required for planning, organization, field study,

and classroom evaluation. Materials included show the development of the project. Expected materials to be developed are listed: specific, practical suggestions on how to approach a similar study of their small communities; videotapes of the planning, organizational, and actual activities; sample multimedia kits illustrating the type of product possible from such a Project. A main thrust was to develop meaningful aids toward inquiry training. (JMB)

Putman, J.H. and G.M. Wier. *Education Survey of the School System.* Victoria: British Columbia Department of Education, 1925.

Quinn, H. "Ungraded approach", *Maclean's* 102(8) (February 20, 1989): 42.

Rampaul, W.E., M. Singh and J. Didyk. "The relationship between academic achievement, creativity and teacher expectations among natives in a northern Manitoba school", *Alberta Journal of Educational Research* 30(3) (September 1984): 213-225.
Anaylsis of results from a study of 41 grades three and four native students found significant positive correlations among self-concept, academic achievement, and teacher expectations and low positive relationship between creativity and academic achievement. Support for the phenomena of age grade deceleration and academic retardation with increasing age was discovered. (MM)

Rancier, G.J. and W.M. Brooke. *An Annotated Bibliography of Adult Basic Education.* Ottawa: Department of Regional Economic Expansion, 1970.

Randhawa, B.S. "Sex and rural-urban differences in standardized achievement scores and mathematical subskills", *Canadian Journal of Education* 12(1) (Winter 1987): 137-151.

Randhawa, B.S. *Learning Environment in Rural and Urban Classrooms.* Presented at the Education Research Resources Centre (Saskatoon, Canada April 1, 1974). Saskatoon: University of Saskatchewan, Education Research Resources Centre, April 1974, ERIC, ED 090 463.
Subjects in this study of the learning environment in a rural school and an urban school were students of 96 classrooms, 47 of which were in rural areas and the remaining 50 in urban areas. Half the students were administered the Learning Environment Inventory and the other half took the Test of Primary Mental Abilities. Results indicate that rural and urban classrooms, in general, have measurably different learning climates, with significantly more cohesive structures being prevalent in rural classrooms than in urban classrooms. Furthermore, rural classrooms are characterized by cliques, disorganization, competitiveness, and limited student satisfaction. Whereas urban classrooms are characterized by environment, challenge and satisfaction. Superior material resources, challenging courses and satisfaction

with the learning situation are typical of urban classrooms. The authors stress the need for the eradication of these existent disparities in order to improve the quality of educational services for all children. (Author/HMV)

Randhawa, B.S. *Structural Relations of Conditions of Learning and Achievement.* Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Regina: Saskatchewan Department of Education, ERIC, ED 293 853.

The relationships between learning conditions and achievement were studied in a sample of 15 urban and 14 rural grade seven classrooms. Students were administered the Canadian Tests of Basic Skills (CTBS) in Vocabulary, Reading, Language, and Mathematics, as well as the Learning Environment Inventory (LEI) and a questionnaire about school, family, and community characteristics. Data from each class were aggregated by sex. A canonical correlation analysis resulted in one significant canonical correlation; the first canonical dimension of the LEI battery explained, in terms of redundancy coefficient, 33.4% of the variance of the CTBS battery. Only 6.6% of the variance in the LEI battery was explained by the CTBS battery. The multi-variate analysis of covariance, LEI as co-variates, produced significant effects for sex and locale. Interesting structural relations were also suggested by the influence of other classroom variables on achievement. Data are summarized in four tables. (SLD)

Rechnitzer, E. *Education in Canada: A Statistical Review for 1987-88.* Ottawa: Statistics Canada, Education, Culture and Tourism Division, Projections and Analysis Section, 1989.

Renaud, A. *Education from Within, an Experiment in Curriculum Development with Children of Indian Background in Saskatchewan.* Paper presented at the Ontario Conference on Indian Affairs, November 1964, London, Ontario, Canada, ERIC, ED 026 179.

A current experiment in curriculum development for Indian children in the Canadian province of Saskatchewan examines educational objectives in terms of the characteristics of 20th-century society. Dissimilarities of Indian communities and the cultural background of Indian children in relation to the traits of non-Indian society point out the problem of bridging the gap between them. The main understandings and working principles of the experiment are: (1) anthropological description of the total educational process and definition of the objectives; (2) insertion of Indian cultural traits into everyday curriculum and special attention to specific gaps in the home background; (3) reinterpretation, extension, and expansion of the Indian child's experience; (4) functional learning of skills, such as the English language; and (5) selection of content to foster community educational growth. (SW)

Report of the Manitoba Royal Commission on Adult Education. Winnipeg: R.M. Fisher, Acting King's Printer for the Province of Manitoba, 1947.

Report of the Royal Commission on Education in Ontario. Toronto: Baptist Johnston, Printer to the King's Most Excellent Majesty, 1950.

Richardson, D.T. "Changes and parental involvement in Indian education", *Canadian Journal of Native Education* 13(3) (1986): 21-25.

Discusses changes in education of Indian children in Alberta and Canada resulting from mobilization of Indian parents against integration of Indian children into public school systems. Changes include Indian control of local schools and parent involvement in school policies. Points out benefits of parent participation to schools, parents, and community. (LFL)

Robertson, D.A. *BUNTEP: The Profile of a Teacher Education Project.* Brandon, MB: Brandon University, April 1976, ERIC, ED 138 425.

Describing and evaluating the development of the Brandon University Northern Teacher Education Project (BUNTEP) in Manitoba, Canada, this document presents the following sections: (1) Historical Overview; (2) Project Implementation Strategy (emphasis upon co-ordination with past projects); (3) The Students (the average BUNTEP student is probably female, approximately 23 years old, educated to grade 10, responsible for two dependents, characterized by an intermittent work history, and a Canadian native living in a rural community north of the fifty-third parallel); (4) Visiting Professors (use of facilities, time, and personnel is reported to be less than adequate); (5) School Personnel (surveys reveal a generally positive attitude on the part of school personnel); (6) Participating Communities nine students from Nelson House, eight from Cross Lake, 15 from Island Lake, 12 from The Pas, nine from Peguis, 14 from Split Lake, and 11 from Camperville); (7) The Program (a 3-year program offering teacher certification after the first two years and providing flexibility in that 36 of the first 60 credit hours can be electives wherein only six of the 36 hours must be education electives); (8) Organization (emphasis on administrative support for the off-campus centres and centre coordinators, Native cultural awareness in both curriculum and personnel, and student participation in BUNTEP development); (9) Recommendations (eight specific recommendations); (10) Appendices. (JC)

Robinson, P. "Language retention among Canadian Indians: a simultaneous equation model with dichotomous endogenous variables", *American Sociological Review* 50(4) (August 1985): 515-529.

Examines the determinants of native-language maintenance among the Canadian Indian population. Employs a simultaneous-equations model in which mother tongue retention and economic activity are determined by background characteristics. Suggests that attempts to improve the economic conditions of native Indians (for example, by education) may have a cost in terms of cultural maintenance. (KH)

WESTARC GROUP INC.

Rowe, J. "The community music teacher", *Music Teacher* 65 (November 1986): 23+.

Changes in the structure and operation of Saskatchewan's rural education system were examined. The aim was to find ways to equalize educational opportunity and raise the level of education. Data were obtained from: (1) public opinion derived from community forums, communities and organizations' briefs, and hearings at which representatives of communities and organizations testified; and (2) four separate questionnaires sent to secretary-treasurers of larger school units, superintendents, local school district boards, and teachers. This report discusses the: (1) problems in education as seen by the province's rural people; (2) environmental change and rural education; (3) regrouping of educational facilities; (4) larger units of administration; (5) educational finance, both expenditures and revenues; (6) staffing Saskatchewan schools; (7) retention of pupils; (8) continuation to higher education; (9) vocational education; and (10) continuing education for adults. Also given are a summary of the public's solutions to the educational problems and some recommendations by the Royal Commission on Agriculture and Rural Life. (NQ)

Royal Commission Brief on Education, Public Services and Provincial - Municipal Relations. Sydney, NS: Union of Nova Scotia Indians, 8 October 1971, ERIC, ED 071 838.

The unique position of the MicMac (American Indian) student in his efforts to cope with both the learning experiences from his MicMac background and those new experiences which are thrust upon him by non-Indian persons in either Federal or non-Federal schools is described. The study also outlines (1) the jurisdictional aspects of Indian education; (2) the organizational structure, as related to the Province; and (3) the philosophy of Indian education from both the non-Indian and the MicMac point of view. The material for this study has come from various sources, including parents, teachers, students, graduate studies in social work and education, and the official files of the Indian Affairs Branch of the Department of Northern Development and Indian Affairs. Recommendations covering the areas of early childhood education, communication, textbooks, retardation and failure, living conditions, medical examinations, testing of Indian students, experimental research, and drugs and alcohol are offered in the study. A statement on the origin, constitution, membership, officers, and purpose of the Union of Nova Scotia Indians is found in Appendix I, and a brief resume of the MicMac history is found in Appendix II. (FF)

Sackney, L.E. *Alternative Rural School Improvement Models: Developmental and Cultural Perspectives*. Paper presented at the Canadian Association for the Study of Educational Administration (Hamilton, Ontario, May 31, 1987), ERIC, ED 288 671.

Although effective schools research has indicated the need for an added emphasis on increasing student achievement within a satisfying learning climate, the issue of how best to implement this research has been perplexing for both researchers and practitioners. Different approaches are being tried in two rural Saskatchewan school divisions. In Division A (six schools), the project consisted of three main activities: reviewing a set of nine school

effectiveness variables; having each school staff use a rating procedure to choose which of the nine factors might be the best starting point for an improvement effort; and explaining a "plan of action" process whereby specific targets, procedures, and responsibilities were developed for whole staff approval before implementation. Reaction to the project was varied, but generally the improvements attempted were satisfactory to the staff. The degree of commitment and leadership were reflected in the success rate. In Division B (15 schools), the basic intention is the improvement of principalship, judged important because of the centrality of the principal's role in building and sustaining the organizational culture of the school. School improvement will then come about through cultural linkages. It is expected that the cultural development approach will yield more successful results, but the results are not yet known. (JMM)

Saleemi, A.H. *Library Services in a Rural Setting: The Case of Prince Edward Island.* Montague: Prince Edward Island NewStart, Inc., 1971, ERIC, ED 051 845.

A large segment of the rural population has a low educational profile. According to the 1961 census, 87% of the male and 75% of the female labour force of Prince Edward Island had grade eight or lower education. Public libraries are the only provincial agencies which can be of any help if the dropouts, functional illiterates and the undereducated decide to continue their education outside the formal classroom. The purposes of this study are: (1) to overview the public library resources and services available to the rural people; (2) to identify the educational and informational needs of this group; (3) the extent to which they are satisfied, also to suggest reasons for which they have failed to satisfy these needs and (4) to suggest measures which can be taken to meet these needs. To tap the potential of public libraries, it is suggested that the libraries be provided with a foundation in law, and that necessary steps should be taken to meet the minimum standards set by the Canadian Library Association. Other suggestions for securing effective library services are also made. (Author/NH)

Salt, D. "Transmitting library instruction via satellite", *Canadian Library Journal* 44(3) (June 1987): 155-157.

Scharf, M.P. *A Background Paper on Rural Education in the Province of Saskatchewan.* Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983), ERIC, ED 234 932.

A 1981-82 compilation of population and school statistics from Saskatchewan provides information on the context of rural education in that province. Between 1901 and 1981 the population fluctuated, reaching a high of 991,000 estimated population in 1982. Saskatchewan schools experienced a 19.6% decline in total enrollment from 1971 to 1981, and a 24.4% decline since the peak year of 1969. In 1981, rural schools had 44.9% of total

provincial school enrollment (91,834 out of 204,697 students). To adjust to declining enrollments, which are expected to continue through 1990, rural school divisions have been forced to adjust their structuring of schools. The major trend has been toward schools offering all grades and away from the traditional elementary school-secondary school dichotomy. Although different towns have made different adjustments, the trend has been toward maintenance of secondary school offerings and adjustments in the elementary schools, generally by closing feeder elementary schools and extending the grade range of central rural secondary schools, or by retrieving secondary students from nearby central urban secondary schools and re-establishing K-12 schools in rural jurisdictions. Some rural schools equidistant from other centres with schools have been denuded of school population by transfer/transportation of students to the other centres. (MH)

Schreiner, J. "Where education is worth the cost", *Financial Post* 79 (15 June 1985): 9.

Schutt, E.F. "Diary of a diehard", *Music Educators Journal*. 69(8) (April 1983): 36-37, 63.

A music teacher talks about the hard lessons he learned in his first year of teaching in a small, rural, elementary and secondary school. Student discipline problems, poor class attendance, exhaustion, and problems with parents reduced his initial idealism and optimism. (RM)

Selman, G. *The Canadian Association for Adult Education in the Corbett Years: A Re-Evaluation*. Occasional Papers in Continuing Education Number 20. Vancouver: University of British Columbia, September 1981, ERIC, ED 209 445.

This monograph deals with the philosophical and ideological development of the Canadian Association for Adult Education (CAAE) during the years of Ned Corbett's leadership of the organization—from its founding in 1935 to his retirement in 1951. The first stage of transformation of the CAAE is discussed in terms of the association changing from a clearinghouse and information centre to assuming a direct programming role in the field of citizenship education. Next, numerous quotations from directors' reports are presented to show the development of a second stage of the association as a social reform movement. The 1943 Manifesto, with its statement of seven principles, and Corbett's 1947 principles of adult education are presented. Programs and services provided by the association are described and examples of the thinking of the times are quoted from Adult Learning and Food for Thought. Reviewed next are the publications program in connection with Farm Radio Forum and Citizen's Forum and the association's relationship to other organizations through the Joint Planning Commission. Following a discussion of selected briefs representing lobbying activities is a summary of the Corbett years, the central themes of which were citizenship education, rural adult education, and Canadian nationalism. An extensive bibliography is provided. (BPB)

Sharp, E.F. *Manitoba High School Students and Dropouts.* Winnipeg: Manitoba Department of Agriculture, 1965, ERIC, ED 073 867.

Three generalized variables were posited as being of major importance in structuring the aspirations of high school youths: the knowledge held by the youth with regard to the various occupational roles, the manner in which the various occupational alternatives were evaluated by him, and the self-evaluation by the student in which he assessed the likelihood of successful performance in the various roles. Four variables—level of occupational aspiration, level of educational aspiration, socioeconomic status, and intelligence—were measured for 1,844 students and 408 dropouts. Major findings were that the best predictor of both aspirational variables was past academic performance followed by measured intelligence, that there were strong relationships between staying in school and levels of occupational and educational aspirations, that a close relationship existed between staying in school and the ability of the individual respondents as indicated by both measured intelligence and past academic performance, and that substantial relationships were revealed between staying in school and a variety of family characteristics. An analysis of the data was presented in tabular form. (PS)

Shute, J.C.M. "Community based educational objectives [Wellington County, Ontario]", *Education Canada* 16 (Summer 1976): 24-27.

Siemens, L.B. *Educational Plans and Their Fulfillment: A Study of Selected High School Students in Manitoba.* Winnipeg: University of Manitoba, September 1965, ERIC, ED 027 105.

One of a series of studies based on data collected from 1,844 high school students in Canada, this study examined twelfth graders who indicated plans for some post high school training. The study focused on the educational plans of 541 rural and suburban students and the sociological factors relating to the realization of these plans the following year. Factors considered were area of residence, size of community, average high school marks, I.Q., socio-economic status, and religious and ethnic origin. A follow-up on the initial data collection was made a year later to determine if plans were fulfilled. Statistical analysis of data revealed that four major factors influenced whether or not a student fulfilled his educational plans. These factors were (1) the student's innate ability, (2) financing of an extended period of training, (3) student motivation, and (4) social acceptance of such training by elders and peers. Fourteen major findings are included in this report. (SW)

Siemens, L.B. *Some Rural-Urban Differences Between Manitoba High School Students.* Winnipeg: University of Manitoba, December 1965, ERIC, ED 027 103.

One of a series of studies based on data collected from 1,844 eleventh and twelfth grade Canadian students, this study examined to what extent type of residence was an important factor in student aspirations and other social factors. Farm, rural non-farm, and suburban

youth were compared in order to study their degree of exposure to a variety of social experiences and their motivation. It was hypothesized that (1) the more urban the youth the greater their exposure to a diversity of social experiences, (2) the more urban the youth the higher their motivations, and (3) the greater the exposure to a diversity of social experiences the higher the motivations. Statistical analysis of data collected by means of questionnaires indicated that the first two hypotheses could be accepted. The data did not permit the testing of the third hypothesis. Statistical data and tables illustrate the findings. (SW)

Siemens, L.B. *The Influence of Selected Family Factors on the Educational and Occupational Aspiration Levels of High School-Aged Youth.* Winnipeg: University of Manitoba, June 1965, ERIC, ED 027 995.

The first in a series of four studies based on data collected from 1,844 high school students in Canada, this study examined eleventh and twelfth grade students from two rural Manitoba sample areas and from two large suburban high schools in metropolitan Winnipeg. This study focused on the educational and occupational aspiration levels and 10 selected family factors of the students. Statistical analysis of data, collected by means of questionnaires, indicated that both educational and occupational aspiration levels related significantly to the following family factors: size of community orientation; socio-economic status; father's occupational status; father's educational achievement; and strength of father's and mother's encouragement for post-high school education. Mother's educational achievement related to both aspiration categories of the boys, but failed to relate significantly to occupational aspirations of girls. Religious background associated significantly with both aspiration levels for boys. Ethnic background and normal versus broken home situations failed to relate significantly. (SW)

Skanes, G.R. *Ability Changes in Children Moving from Small to Large Isolated Communities.* St. John's, Newfoundland: Memorial University, Institute for Research in Human Abilities Research Bulletin No. 70-003, August 1970, ERIC, ED 157 647.

As a prelude to testing deductions from the Ferguson and other ability theories that environment influences patterns of ability, school children in five large and 11 small isolated communities on the South Coast of Newfoundland were tested to compare ability patterns of children in small places with those in large communities. Data used for comparison in the 1969 study were gathered from all students in grades five, six, and seven by means of the Otis Quick Scoring Test of Mental Ability, the Raven Progressive Matrices, and the Primary Mental Abilities Test. Results showed: (1) no difference in level of general intelligence between children from large and small isolated communities, (2) children from large communities excelled on the verbal intelligence test, verbal meaning, and reasoning, (3) children in small communities excelled on the space test, and (4) no difference was found in number and word fluency. Because it was shown that different patterns of ability do exist in these small and large isolated communities and because people are moving from small

to larger places, the South Coast of Newfoundland was deduced to be an ideal testing ground for the theory that children moving from areas where patterns of ability are different will show changes in ability patterns in line with stresses imposed by a new environment. (RS)

Skanes, G.R. *Resettlement and Ability - One Community*. Newfoundland, November 1975, ERIC, ED 158 908.

Since one aim of Newfoundland's resettlement program is to provide better schools and more highly qualified teachers, abilities of 152 children resettled at a reception centre in Arnold's Cove were tested in 1971 to see if they differed from those of children native to the community. Tests used for students in grades two-11 were the Standard Progressive Matrices, Otis Quick Scoring Test of Mental Ability, Primary Mental Abilities Test, and Canadian Test of Basic Skills. Information was obtained on father's occupation before and after migration, parents' education, number of brothers and sisters, and place in family. Apart from greater fluency for resettled children in grades five-10, ability levels were similar for both groups. There were minor differences in personal factors: father's occupational status before moving, mother's education, and number of sisters. Data did not support the idea that school-related abilities of children resettled to Arnold's Cove were influenced by that move. Since many of the islands from which people moved to Arnold's Cove had better schools and more qualified teachers than the reception centre, it was judged likely that resettlement had benefitted native children through a larger school and more highly qualified staff in the same way it had resettled children. (RS)

Skivington, J.E. "Nova Scotia's Walker report: some future implications", *Education Canada* 22 (Winter 1982): 17-20.

Sloan, L.V. "Morning Star students: looking back to find direction for the future", *Canadian Journal of Native Education* 8(2) (Winter 1981): 2-10.

Follow-up of Morning Star native teacher education program graduates indicates increased post-secondary educational opportunities, greater numbers of qualified native teachers, and community acceptance of program graduates.

Small School/Large School Comparative Analysis. Edmonton: Alberta Department of Education, Planning and Research Branch, 9 October 1984, ERIC, ED 257 609.

Student achievement, cost, rural context, and qualitative differences relative to small/rural schools were analyzed in Alberta to address the choice between small elementary school construction and school consolidation with student busing. Studies in both the United States and Canada have found no consistent significant differences in student achievement between small and large schools. There is a major difference in cost and funding levels,

however. Small school government grants do not offset this difference. Despite their greater cost, the number of small schools increased from 208 to 520 between 1974 and 1983. Busing for small schools costs less than for large schools which involve greater distances. A "bus or build" computer model for urban applications could be adapted to help shcool boards make cost effective small school/large consolidated school construction decisions. Given the quality and popularity of smaller schools in rural contexts, Alberta Education should research ways to reduce small school costs. Along with the narrative are descriptive charts and figures including an analysis of qualitative advantages and disadvantages of small schools. Following the narrative are four appendices with copies of graphs and tables from studies cited in the text and a bibliography. (PM)

Smith, E. "Politics of co-operation in a networking era", *Canadian Library Journal* 37 (October 1980): 309-311.

Smith, P.L. *Beyond the City: Library Service to Children in the Northwest Territories, Canada.* Paper presented at the General Council Meeting of the International Federation of Library Associations (40th, Washington, D.C., November 1974), ERIC, ED 105 829.
The objectives and programs involved in public library service to children in the Northwest Territories (NWT) are not very different from those of other small public library systems. However, program operation is affected by the vast distances involved, the isolation of the communities, and the presence of ethnic groups whose language had no written form until a century ago. Service to this area is provided by the Northwest Territories Public Library Services. During the six years since a children's librarian was appointed, new facets of the children's program have gradually been introduced. Through cooperation with the Department of Education, visits are made to schools for storytelling and talks on library services. NWT aids local librarians through workshops, booklists, and the encouragement of interlibrary loan. A wide range of children must be provided for, including those for whom English is a second language. There is still a deficit of materials suited to the languages and cultures of these children. The Department of Education has been given the sole responsibility for audiovisual materials, but improved cooperation between the schools and the NWT libraries will allow for a sharing of media resources and improved service to small communities. (Author/SL)

Solbu, E. "Adults and musical involvement (the work of the ISME Commission on community music activity)", *International Journal of Music Education* 9 (1987): 23-25.

Stamp, R.M. *Ontario Secondary School Program Innovations and Students: A Report to the Ontario Study of the Relevance of Education and the Issue of Dropouts.* Student Retention and Transition Series. Toronto: Ontario Department of Education, 1988, ERIC, ED 298 426.

The time period between the early 1920s and the early 1970s witnessed increases in high school retention rates within Ontario's publicly-supported education system. These increases are attributed both to program changes within the system and to societal factors external to that system. Retention rates increased slowly during the 1920s, as minor changes in the Ontario secondary school curriculum at the beginning of had minimum impact. Retention rates fell during the beginning of the 1930s, then increased later in the decade, probably due to the economic depression of the time. Armed forces enlistment and war-generated industrial work resulted in a decrease in retention rates during the first part of the 1940s. The increase in retention rates during the latter part of the 1940s is attributed to improved high school facilities in rural Ontario and to rising educational expectations in the post-war world. Retention rates showed steady increases during the 1950s, probably a result of rising societal and economic expectations. High school program changes brought about by the federal government's Technical and Vocational Training Assistance Act and the provincial Department of Education's Reorganized Program of Studies resulted in steady increases in retention rates in the 1960s. Steady increases through the early 1970s are attributed to the introduction of the "credit" system, the spread of French-language secondary schools, and further improvements in rual education. (This report examines each decade separately and looks at retention rate differences by gender, rural and urban schools, and academic and vocational programs for each decade.) (Author/NB)

Standards for Libraries Within Regional Library Systems in Saskatchewan. Regina: Saskatchewan Library Association, 1978, ERIC, ED 169 884.

These quantitative standards for the delivery of library services to a dispersed population, which were developed by the Saskatchewan Library Association, are based on the decentralized delivery of library services backed up by the centralized provision of technical services, resource people, and special collections in Saskatchewan. The roles of university, college, and special, public, school, and the Provincial Library are briefly noted. Methodologies for standards development are discussed, as well as general standards for library service in sparsely populated areas and standards for organization of a province-wide library system, including functions, branch libraries within the system, personnel, quantitative standards for book, periodical, and non-print collections, facilities, and services. Recommendations for standards for collection development, technical services and automation, buildings for small branches, staff training, and audiovisuals are also included. (MBR

Starblanket, N.V. "Indian government and Indian education", *Canadian Journal of Native Education* 8(3) (Spring 1981): 2-5.

Accountability for Indian education must be shared among the chiefs and their councils, the Indian leaders at all levels, parents and students. This may be accomplished by Indian control of Indian education.

Sullivan, K.C. *Community School Development in Nova Scotia*. Educational Research Series, Technical Report No. 20. Halifax, NS: Atlantic Institute of Education, October 1979, ERIC, ED 200 343.

The School-Community Questionnaire (SCQ) was sent to school coordinators of each of the 32 Nova Scotia community schools in an attempt to answer two major questions: "How many community schools are presently operating in Nova Scotia?" and "To what degree are components of community school education developed in their programs?" The questionnaire was based on Minzey's major components of community education: an educational program for grades 1-12, joint use of school and community facilities, additional programs for school-age children and youth, programs for adults, delivery and coordination of community services, and community involvement. Administration was added as a component, because literature suggested that sufficient funds and an administrator involved in promoting community-school relations were essential to successful community school education. Data indicated that: (1) although 32 schools were identified by the Department of Education for community school funding purposes, only eight scored at least half as well as a hypothetical model community school; (2) the community school concept was not well developed in Nova Scotia and was poorly understood by the community school coordinators; and (3) further efforts should be directed to providing and training competent community school coordinators and providing information to school boards and principals. Appendices consist of the SCQ and explanatory material. (CM)

Summers, E.G. "Reading preferences of ilntermediate-grade children in relation to sex, community, and maturation (grade level): a Canadian perspective", *Reading Research Quarterly* 18(3) (Spring 1983): 347-360.

Used paired comparison to construct a reading preference inventory based on 14 reading themes drawn from previous research. Tested it using intermediate-grade children in three Canadian communities. (FL)

Swain, M. "The role of curricular approach, rural-urban background, and socio-economic status in second language learning: the Cornwall area study", *Alberta Journal of Educational Research* 24(1) (March 1978): 1-16.

Presenting evaluation results of a kindergarten bilingual education program and followup program, this article indicates French immersion can be effective among rural and urban students of both middle-upper and low socio-economic status. (JC)

Tagg, G.J. *Coping with Change*. A Study of the Effect of Government-Imposed Fiscal Restraint on a Rural British Columbia School System: The Case Study. Presented in partial fulfillment of the requirements of the Doctor of Philosophy degree at Walden University, October 1983, ERIC, ED 241 209.

A case study of effects of government-imposed fiscal restraint on a rural British Columbia school system outlines the restraint in its various phases, its effects on School District No. 4 (Windermere), ways the district dealt with resulting problems, and the consequences, with

implications for how not to implement fiscal restraint at the school board level. British Columbia's Education (Interim) Finance Act of 1982 is described. The role of the Superintendent of Schools (Chief Executive Officer of the district) is identified as that of a change agent. Fiscal measures adopted by the School Board to reduce 1982 expenditures by $160,000 are detailed, as are difficulties in persuading teachers and other staff to accept salary reductions. Problems of 1983 budgeting, including rising costs, salary negotiations, and need to reduce expenditures further, are described. Consequences of the Board's 1983 restraint plan, which kept in mind student needs, is outlined. Implications of the re-elected provincial government's 3-year plan ("Son of Restraint") for education (increased pupil-teacher ratio, more government control over district budgets, ceilings on administrative salaries, decreased expenditures) are cited. A Program Planning Model is suggested for Board use. An appendix provides a 1983 speech by the Minister of Education. (MH)

Taylor, L.J. *The Effects of Sesame Street in Isolated Communities*. Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977), ERIC, ED 136 980.

Originally designed for inner city children, ages three to five years, "Sesame Street" was designed to increase knowledge in the areas of: symbolic representation (pre-reading skills), cognitive organization which entails relational concepts, reasoning and problem solving, and the child and his world. This study examined the effects of the program on five-, six-, and seven-year-old children living in isolated communities on the coast of Labrador. Since these children functioned cognitively one to two years below their chronological age when compared to urban middle-class children, focus was placed on whether the program could be a valuable learning device for children older than those for which it was designed and who were functioning below average for their ages. Over a three year period, children in grades K-two were administered the: Wechsler Preschool and Primary Scale of Intelligence, Peabody Picture Vocabulary Test, Illinois Test of Psycholinguistic Abilities, and Criterion Reference Tests. The results showed that though there was an initial gain by those viewing the program, by the end of the second year all groups were functioning at an equal level. Suggestions are made for continued enrichment throughout elementary school rather than a short-term program. (NQ)

Teaching in Yukon. Whitehorse: Yukon Department of Education, 1987, ERIC, ED 297 917.

This pamphlet provides information for teachers contemplating employment in Yukon Territory, Canada. A preface briefly describes the political history and government of the Yukon, and emphasizes the frontier nature of the region. In both English and French, the paper discusses the curriculum, school terms and vacations, the Yukon Teachers' Association, teahcer qualifications, the Teacher Qualification Board, salaries, appointments and terminations, resignations, moving expenses, government accommodations for teachers in rural areas, living conditions, citizenship regulations, and benefits. The outline gives details

on the Canada Pension Plan; the Public Service Superannuation Act, and disability, life, and medical insurance plans. Profiles of Whitehorse and the 14 rural settlements served cover location, population, student enrollment, number of teachers and teacher aids, transportation and communications services, health services, and recreational activities. The pamphlet includes numerous photographs and a table of long-term climatic data for four Yukon and nine other Canadian locations. (SV)

The Way to Prosperity for Rural Manitoba. Winnipeg: Agricultural vocational education Committee, 1969

Thomas,A.M. *Adult Illiteracy in Canada: A Challenge*. Ottawa: Canadian Commission for UNESCO, 1983.

Thomas, W. "Reach out - teach someone", *Jazz Educators Journal* 19 (1986): 14-15+.

Thompson, E., et al. *The Maple Grove Story*. St. Catharines: Ontario Institute for Studies in Education, Niagara Centre, 1972, ERIC, ED 085 847.
This monograph documents some aspects of school life at an Ontario school for kindergarten and first grade students. The report emphasizes some of the special features of the school, such as the use of parent volunteers; a highly individualized program based in a large measure on students' goals, interests, and readiness; a comprehensive evaluation of the kindergarten program; a parents' manual for home instruction that forged a new type of school-home cooperation; and a "mini-school" for preschoolers operated by parents as a pilot project in early childhood education. In addition, the school has for three years been the location of studies in inquiry, problem solving, and other curriculum innovations; and, for a year, was one of the schools in which a model for parental assistance was implemented. (Author/MLF)

Totton, J. "Updating for the school counsellor", *School Guidance Worker* 40(1) (September 1984): 25-42.
Presents five articles which review ways counsellors can keep up with changes in their field and share this knowledge with students, including reading, professional development activities such as conferences, and counsellor education programs. Also discusses professional development in rural areas and understanding adolescents. (JAC)
Tremblay, M.A. and W.J. Anderson (eds.) *Rural Canada in Transition: A Multidimensional Study of the Impact of Technology and Urbanization in Traditional Society*. Ottawa: Agricultural Economics Research Council of Canada, 1966.

Turnbull, A.J. *Extending Opportunity: Telidon Technology in Vocational Education.* Paper presented at the Annual Conference of the International Council for Educational Media (Banff, Alberta, Canada, October 8-9, 1984), ERIC, ED 252 194.

A Mechanics 12 course was chosen by the Alberta Correspondence School for a field trial of computerized delivery systems of vocational educational programs to small rural schools where enrollment is low and the construction of vocational laboratories is economically impractical. The Telidon videotex system, which was initially selected, is composed of a display monitor (a television set), an interface decoder device, a telecommunication system, and a central computer. Community resources were employed to allow students to complete the practical component of the course under the supervision of a local mechanic. An evaluation addressed student attitudes toward distance education as delivered via Telidon, relative student achievement, and relative program delivery costs and results. An alternative delivery system, designed to eliminate high transmission costs, was later developed by linking a Telidon terminal to an Apple II microcomputer with a single disk drive. It was piloted in the second semester of 1983-84 with a high level of success and was favourably received by students and teachers. Additional vocational education courses on electricity-electronics and building construction are also being adapted for computer assisted delivery. Two references are listed. (LMM)

Use of a Newspaper as a Distance Teaching Medium: A Case Study. Montreal: College Marie-Victorin, September 1983, ERIC, ED 240 327.

The College Marie-Victorin and La Presse, a French Canadian daily newspaper, have formed a partnership to offer distance education. Five stages have occurred in the transition from programmed instruction to extension courses. Programmed instruction offered by the college has been followed by four stages of courses offered by the college in cooperation with La Presse: conventional courses at the college level published in the newspaper, college-level courses offered in "script-visual" form, a college-level course on cross-country skiing, and college-level extension courses, lecture evenings, and new objectives. The college is responsible for developing educational content, contracts with teachers, and reprints of course content. Both partners are responsible for advertising. Participants at the jointly organized lecture evenings are asked for comments and suggestions for evaluation purposes. An assessment of personal satisfaction has been made of one course, "Play and the Child." Replies to questionnaires indicate that respondents were satisfied with course content, that the content of the lectures interested those who attended, and that overall the participants were satisfied with the distance teaching method. (Appendixes include a list of courses, data tables, and a user's guide to the course evaluation.) (YLB)

Ungerleider, C.S. (ed.) *Perspectives on Television Education.* Television Education Workshop: Multiculturalism Canada (Ottawa, Canada, February 26-28, 1981), ERIC, ED 217 865.

This report contains discussion papers presented at a workshop held in 1981 by the Multiculturalism Directorate of the Canadian Department of the Secretary of State to

consider the effects of television on public attitudes and to develop approaches for educating viewers to analyze critically what they see. The papers include (1) an overview of the "Workshop on Television", by Charles Ungerleider; (2) "The Politics of a Critical Awareness of Media," by Barb Thomas; (3) "Visual Literacy, Young Children, and Multicultural Curriculum," by Joan Collins; (4) "Speak Loudly and Carry a Small Television," by Lon Dubinsky; (5) "Doubts About Television," by Arlene Moscovitch; (6) "Ethnic Barriers in the Differentiation of Fantasy from Reality," by Gary Granzberg; (7) "Children, Cognition, and Television," by Bill Winn; (8) "The Development of Television Education," by Nikos Metallinos; (9) "The Critical Viewing of Television," by Jack Livesley; (10) "Impressions on Television," by Lois J. Baron; (11) "A Teacher's Perspective on Television Education," by Louis Ho; (12) "Television : A Teacher's View," by Barbara Esdale; and (13) an "Epilogue," by Charles Ungerleider. A list of workshop participants is included. (/JL)

Wahlstrom, E.G. *A Study—Isolation Bonuses and Teacher Housing*. Project North Findings and Recommendations. Edmonton: Alberta Department of Education, 1976, ERIC, ED 126 606.
This study and its recommendations focus on isolation allowances and teacher housing in northern Alberta. The research on isolation allowances addresses the need (1) to develop an equitable isolation allowance plan, or some alternate plan, for providing financial aid to teachers or to Alberta North school systems or both to facilitate recruitment and retention of teachers for rural communities, (2) to establish criteria that can be readily identified and applied to each community or segment thereof so as to distinguish the features that cause them to be isolated, and (3) to provide a plan of compensation, if need is established, that recognizes in dollars the degrees of variance in isolation. Research was also directed to developing sets of criteria that might serve as bases for financial assistance to Alberta North systems to provide employee housing of acceptable standards. Appendices provide background information on geographical regions, isolation bonus score sheets, and factors related to the determination of isolation pay in Alberta and other provinces. (Author/IRT)

Warren, P.J. "Trends in non-urban school systems; address", *Education Canada* 17 (Spring 1977): 4-11.

Weatherbe, S. "High school overhaul: a provincial committee calls for sterner stuff", *Alberta Report* 12 (January 28, 1985): 28-29.

Weiner, G. *Federal and Provincial Support to Post-Secondary Education in Canada*. Ottawa: Department of the Secretary of State of Canada, 1990.

Wilkinson, B.W. "Elementary and secondary education policy in Canada: a survey," *Canadian Public Policy* 12(4) (December 1986): 535-572.

Wilkinson, M.A. "Not really unloved or unwanted", *Canadian Library Journal* 40 (December 1983): 365-70.

Williams, R. *Early Field Experience: A Recipe for Rural Teacher Retention.* Paper presented at the Annual National Rural and Small Schools Conference (Bellingham, WA, October 9-12, 1985), ERIC, ED 284 700.

The retention rate for rural teachers has historically been low, often with loss of two or more teachers per school year in some areas. Recently, a surplus of teachers has relieved this problem, but a predicted shortage will aggravate the situation. A survey of rural teachers was conducted in 1980 in British Columbia to try to find a reason for poor retention. The results of this and other studies were used to develop a training program for rural teachers at a rural campus in British Columbia. Students were required to live within the rural community while gathering data for the early field experience (EFE) course, which were then used to familiarize them with the issues and expectations faced by teachers employed in a rural community, including demographics, power structure dynamics, resources, and sociological factors. Experience of the program's graduates indicates a high level of success in both obtaining employment and realizing job satisfaction. Due to fiscal cutbacks, the program is no longer operating in British Columbia, though there is hope that it may be reconsidered for future funding. Through the description of the research and the EFE program, it is hoped others may benefit from what has been learned about rural teacher retention and one experiment to reverse the historical trend. (Author/JMM)

Wilson, L.J. "Educating the Saskatchewan farmer: the educational work of the Saskatchewan grain growers' association", *Saskatchewan History* 31 (Winter 1978): 20-33.

Wilson, L.J. "Perren Baker and Alberta's school district re-organization", *Canadian Journal of Education* 2(3) (1977): 25-36.

The promotion of educational reform by Perren Baker and the members of his Education Department in Alberta, Canada, are discussed. The important task he undertook, the upgrading of the rural eduational system of Alberta, was not immediately successful but his efforts paved the way for William Aberhart, who was able to reorganize rural school districts in 1935. (Author/RK)

Wodlinger, M.G. *The Perceived Problems of First Year Teachers and Levels of Job Facet Satisfaction.* Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (14th, Winnipeg, Manitoba, Canada, June 1-4, 1986), ERIC, ED 276 129.

The experiences of beginning teachers (female and male teachers in urban and rural areas) in Manitoba are examined in this study. Questionnaires were mailed to the approximately 300 beginning teachers identified. The 148 who responded constitute the sample: 107 females—61 at urban schools, 46 at rural schools; and 41 males—32 at urban schools and 9 at rural schools.

The study focused on three aspects of the beginning teacher's experiences: (1) their expressed concerns, (2) job facet satisfaction, and (3) the relationship between expressed concerns and perceived job facet satisfaction. The questionnaire data were subject to varimax rotation factor analysis in order to determine the array of factors and distribution of dimensions of both expressed concerns and job facet satisfaction within the factors. Additional statistical analyses of means and standard deviations and two-tailed t-tests were applied to the responses of the four groups of teachers. The findings of the study are discussed in the text and presented in 14 tables. The questionnaire items are listed in the text. Arising from this study is the clear indication that organizational issues of classroom management and discipline, classroom organization, time management, curriculum adaptation and organization, short-term planning, and long-term planning are of great concern to all groups of beginning teachers. (MLF)

Woloshyn, S. "Kitaskinaw School: a case study in the development of tolerance and understanding", *Canadian Journal of Native Education* 12(1) (1984): 47-57.
Presents a case study of how the Kitaskinaw School, located on an Indian reserve near Edmonton, Alberta, has successfully dealt with intolerance and prejudice while serving approximately 450, grade one to nine, Canadian native and non-native students. Traces school's history, outlines school's objectives, discusses legal problems, and provides a summary and conclusions. (NEC)

Wolter, H., et al. *Keewatin Region Educational Authority Pilot Education Project: Computer-Assisted Learning*. Preliminary Final Report. Paper presented at the Canadian Symposium on Instructional Technology (6th, Halifax, Nova Scotia, May 3-5, 1989), ERIC, ED 305 461.
A project was conducted to improve and expand academic upgrading, job readiness, and special skill training for adults in the Keewatin Region through the implementation of computer-assisted learning (CAL). It was intended as a response to the special needs of unemployed Inuit who were not reached in the past by traditional training programs and methods. The presence of CAL increased the numbers of students in programs, resulted in better student retention rates, and caused more registrations by employed persons in special work-related CAL courses. Improved student work attitudes were attributed to some degree to CAL. Acquisition of greater academic skills and credentials was regarded as prima facie evidence of greater employability. Interviews and questionnaires administered to students and staff indicated strong support for CAL as a component of upgrading, as a tool for enhancing computer literacy, and for specialized applications. Both adult educators and students identified needs for courseware development. The project was evaluated as being a successful example of the use of to overcome barriers to access for adults learning in Canada's remote areas. (YLB)

Yackel, I. *An Analysis of Leadership Styles and Stress in the Rural Principalship*. Regina: Sasktchewan School Trustees Association, January 1984, ERIC, ED 260 511.

The purpose of this study was to determine the nature of the relationship between leadership style and administrative stress in the rural principalship. Administrative stress was examined in terms of boundary-spanning, role-based, conflict-mediating, and task-based stressors, using measures of both frequency and intensity. The potential role of methods of coping with stress employed by principals, as a moderator variable, was recognized and analyzed for its influence on the above relationship. The questionnaire format, administered to male principals of K-12 and one-12 schools in rural Saskatchewan, consisted of 11 demographic questions, the Least Preferred Co-worker Instrument (LPC), the Administrative Stress Index (ASI) (frequency), the ASI (intensity), and a Coping Mechanisms section that asked respondents to rank the three methods they used most frequently for coping with stress. A Pearson's r-correlation matrix was used to compare leadership style as measured by the LPC with the total frequency of administrative stress and its four sources. T-tests were run on the coping methods used by high LPC and low LPC principals. The study found no relationship between leadership style chosen (as measured by the LPC) and sources, frequency, or intensity of administrative stress experienced (as measured by ASI instruments), nor between most frequent methods of coping and the other variables. (Author/TE)

Yukon Training Strategy. Training for the Future. Whitehorse: Yukon Department of Education, December 1986, ERIC, ED 299 092.

This document was created as part of "Yukon 2000," a Yukon government initiative for steering social and economic growth. The expressed intent of the training strategy is to direct government efforts toward preparing people for existing and potential employment in the Yukon. In some areas, the strategy confirms program directions already in place. In others, where the goals are not so easily identified, commitments are made for further work or study. The strategy asserts that Yukoners should be given ample opportunity to make decisions concerning their training programs. The document also stresses the need for accessible, high-quality training that is applicable to the workplace. The strategy calls for increased autonomy for the Yukon Community College, a goal of pending legislation. The document outlines plans for a cooperative program by government and industry to determine and meet rural training needs. To supplement services offered by its Community Learning Centres (CLCs), the government has established three mobile training units. The document expresses commitment for increasing the local control of CLCs. The strategy also calls for more career counselling services, especially for youth, women, Indian People, and the disabled. Several government initiatives for identifying and removing barriers to training for these groups are discussed. Plans for high-technology training for rural areas also are discussed. CLCs or rural businesses might be considered as potential classroom centres. (TES)

Zur-Meuhlen, M. *The Development of Canadian Education in the Sixties and Seventies*. Ottawa: Department of the Secretary of State of Canada, 1975.

JOURNAL LIST

Administrator's Notebook
Alberta Journal of Educational Research
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American Sociological Review
The Beaver
Canadian Administrator
Canadian Dimension
Canadian Journal of Education
Canadian Journal of Native Education
Canadian Library Journal
The Canadian Music Educator
Canadian Public Policy
Canadian School Journal
Canadian University Music Review
Choral Journal
Community Education Journal
Country Teacher
Dalhousie Review
Education Canada
Education Today
Educational Digest
Educational Research Quarterly
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International Journal of Music Education
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School and Society
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School Guidance Worker
School Library Journal
School Musician
School Organization
School Progress
School Review
Special Education in Canada
Teaching Exceptional Children

Index

A

Academic Achievement 36 - 37
Adams, V.M.Z. 1
Administrative Policies 16
Adult Education 1, 7 - 9, 12 - 13, 15, 18 - 19, 25, 27, 31 - 32, 36 - 38, 42, 46, 50, 53 - 55
Adult Illiteracy 50
Alberta 2, 4, 6 - 9, 13, 16 - 18, 23 - 27, 31 - 32, 39, 45 - 46, 48, 51 - 54
Alford, R.W. Jr. 1
Allison, D.J. 2
Amey, L.J. 2
Anderson, T. 2
Anderson, W.J. 50
Arblaster, J.R. 2
Armstrong, P.A. 3

B

Balfour, M. 3
Banfield, H.G. 33
Banmen, J. 4
Bergen, J.J. 4
Bergman, B. 4
Bildfell, L. 4
Blackburn, D.J. 4
Blunt, A. 5
Books-By-Mail Service 16
Boothby, D. 5
Brass, E. 5 - 6
British Columbia 1, 5, 10, 12, 14 - 16, 18, 20 - 22, 30 - 32, 34, 37, 42, 48 - 49, 53
Brooke, W.M. 37
Brown, J. 6
Budgen, M. 6
BUNTEP 39
Burgess, D.A. 6
Burley, J. 33
Byfield, T. 6 - 7
Byfield, V. 7

C

Callanan, C. 7
Campbell, K.K. 7
Canadian Association for Adult Education 42
Card, B.Y. 7
Carter, T. 8
Cassie, J.R.B. 8
Chalifoux, T. 8
Chalmers, J.W. 8
Charyk, J.C. 8
Church, S. 8
Clingman, A.E. 8
Close, D. 8
Cochrane, J. 9
Cohen, L. 9
Cohnstaedt, M.L. 9
Coleman, P. 9
Community Colleges 3, 7
Community Education 10, 17, 40, 43
Community Schools 48
Community-Based School 28
Community-Centred Education 9
Connor, D.M. 10
Contact North/Contact Nord 2 - 3
Continuing Education 8, 21, 42
Cooper, A. 25
Corman, L. 10
Coronaugh, G. 10
Counselling Services 19
Counsellors 4, 14, 17, 28, 50
Cummings, S. 10
Curriculum Development 38

D

Dasgupta, S. 10
Davidson, D. 11
Davis, S. 11
Day Care 14
Deosaran, R. 11
Devereaux, M.S. 12
Dickinson, G. 12
Didyk, J. 37
Distance Education 2 - 3, 15, 41, 51
Dowding, M. 12
Downey, J. 12
Downey, L.W. 13
Doyle, S. 13
Dropouts 13, 33, 43, 46
Drost, D.R. 33
Drummie, M.A. 13

E

Economic Development 9, 24, 33
Edmonds, E.L. 13
Education North 8, 24
Educational Aspirations 4, 10 - 11, 15, 30, 43 - 44
Educational Effort 23
Educational Opportunity 9
Edwards, S. 14
Elementary Schools 11, 14, 18, 20, 23, 48, 50, 52
Emerson, R. 14
Eskimo Students 30
Exceptional Children 1, 16, 22

F

Faulkner, R. 14
Fennell, T. 15
First Year Teachers 53
Fisher, S. 15
Fleming, T. 15
Foght, H.W. 15
Forcese, D.P. 15
Forrester, D.W. 15
French, F. 16
Friese, D. 16
Friesen, J.W. 16
Fuchs, D.M. 16

G

Ganus, C. 17
Gardner, E.B. 17
Gilchrist, R. 18
Goard, D.S. 18
Government Support 15, 25, 33, 36, 52
Gregor, A. 19
Guidance Services 19

H

Hallein, J. 19
Hamilton, W.D. 19
Hardisty, D.M. 19
Haughey, J. 19
Haughey, M.L. 20 - 21
Haughton, H. 22
Hedley, R.L. 22
Helge, D. 22
Henchly, N. 23
Herchak, G. 23
High School Students 10, 15, 30, 43 - 44
High Schools 4, 13, 46, 52
Holmes, Mark 23
Humphreys, E.H. 23
Husby, P.J. 23

I

Inequalities 23
Ingram, E.J. 24

J

Jesse, K. 25
Job Satisfaction 53
Jones, D.C. 25
Joyal, S. 25
Junior High Schools 19
Junior High Students 38

K

Kapuscinski, B.P. 25
Katz, J. 25
Knowledge Network 22

L

Lacelle, N. 25
Lam, Y.L. 25 - 26
Large Schools 45
Leasak, J. 26
Lee, L.E. 26
Leggott, M. 26
Lidster, E.L.R. 27
Literacy 7, 52
Loken, G. 27
Lortie, R.R. 7
Lucas, B.G. 27
Lynd, D.J. 7

M

Macdonald, H.A. 28
MacIsaac, T. 28
MacKenzie, J. 28
MacLeod, G.E.M. 29
Magill, D.W. 10
Magrill, R.M. 29
Manitoba 3 - 4, 9 - 10, 15, 17, 19, 22 - 26, 28 - 29, 33 - 34, 37 - 39, 43 - 44, 50, 53
Marshall, D.G. 29
Martyn, E. 30
Mayfield, M.I. 30
McDiarmid, G.W. 30
McGinnis, B. 31
McGonnell, P.C. 31
McNiven, C. 31
Melberg, K. 31
Miller, B.A. 31
Millerd, F.W. 32
Ming, M. 32
Mittermeyer, D. 32
Molgat, P. 33
Mulcahy, R. 33
Music Education 8, 15, 17, 19, 22, 40, 42, 46, 50

N

Nagy, P. 33
Native Students 2 - 3, 5 - 6, 8 - 9, 15, 17, 19, 28, 30 - 31, 33 - 40, 45, 47, 54 - 55
New Brunswick 3, 13, 16, 34 - 35
Newfoundland 7, 16 - 17, 19, 33, 44 - 45
Noble, P. 8
Northern Communities 5, 11 - 12, 15 - 16, 24
Northland 8
Northwest Territories 27 - 28, 46
Nova Scotia 8, 16, 40, 45, 48, 54

O

O'Hara, J. 33
Occupational Aspirations 4, 15, 30, 43 - 44
Off-Campus Students 34
Olseng, I. 33
On-Campus Students 34
Ontario 2 - 4, 10 - 11, 22 - 23, 27, 29, 33, 36, 38 - 40, 43, 46 - 47, 50
Osborne, K. 34

Oswald, D.M. 34
Owston, R.D. 34 - 35

P

Packer, K.H. 35
Padwal, R.S. 36
Park, J. 36
Pauls, S. 36
Platt, G.H. 36
Post-Secondary Education 3, 7, 19, 26, 28, 30, 45, 52
Preschool Education 1
Prince Edward Island 10 - 11, 13 - 14, 16, 31, 41
Principals 4, 54
professional development 3, 8, 20 - 22, 26, 34, 50
Provincial - Municipal Relations 40
Public Libraries 2 - 4, 10, 15 - 16, 26, 29, 32 - 33, 35 - 36, 41, 53
Pupil Achievement 7
Putman, J.H. 37

Q

quality of education 33
Quebec 1, 6, 27, 41, 51
Quinn, H. 37

R

Rampaul, W.E. 37
Rancier, G.J. 37
Randhawa, B.S. 37 - 38
Rechnitzer, E. 38
Regional Library Systems 47
Remote Communities 2, 5, 7, 9, 12, 16 - 17, 21, 24, 31, 33, 37, 44 - 45, 49, 54
Renaud, A. 38
Richardson, D.T. 39
Robertson, D.A. 39
rural communities 3, 16, 20, 23, 36
Rural Development 7, 10, 25, 29, 50
Rural Education 11, 32, 34, 37, 40 - 41, 47, 53
Rural Libraries 2 - 3, 12, 15 - 16, 27, 29, 32, 41, 46 - 47
Rural Schools 8, 18, 20 - 21, 26 - 27, 29, 31 - 32, 36, 40 - 42, 45, 51 - 53
Rural Teachers 20 - 21
Rural-Urban Differences 11, 37 - 38, 43 - 44, 50
rural-urban disparity 23

S

Sackney, L.E. 40
Saleemi, A.H. 41
Salt, D. 41
Saskatchewan 1, 7, 9, 15, 25, 27, 31, 36 - 38, 40 - 41, 47, 53 - 55
Scharf, M.P. 41
school board 16, 18, 20, 46, 48 - 49
School Discipline 17
School Divisions 2, 4, 8 - 10, 14, 19, 22, 28, 40, 42, 48, 53
School Environment 25
School Libraries 19
School-Community Relationships 11, 17, 24, 28, 30, 34
Schreiner, J. 42
Schutt, E.F. 42
Secondary School Students 4
secondary schools 29, 42, 47, 52
Selman, G. 42
Sharp, E.F. 43
Shute, J.C.M. 43
Siemens, L.B. 43 - 44
Singh, M. 37
Skanes, G.R. 44 - 45
Skivington, J.E. 45
Sloan, L.V. 45
Small Schools 5, 8 - 9, 13 - 14, 18 - 19, 23, 25, 29 - 30, 46, 53

Smith, E. 46
Smith, P.L. 46
Solbu, E. 46
Special education 16, 30, 33
Staffing 30
Stamp, R.M. 46
Starblanket, N.V. 47
statistics 3, 7, 35, 38, 41
Student Achievement 26, 33
Student Teachers 20, 22
Styles, K. 10
Sullivan, K.C. 48
Summers, E.G. 48
Swain, M. 48

T

Tagg, G.J. 48
Taylor, L.J. 49
Teacher Demand 25
teacher education 31 - 32, 34
Teacher Housing 52
Teacher Profiles 20 - 21, 26, 31, 53
teacher qualifications 33, 49
Teacher Retention 53
Teacher Supply 25
Technology 3, 6 - 7, 18 - 19, 22 - 23, 25 - 26, 41, 46, 50 - 51, 54 - 55
Thomas, A.M. 50
Thomas, W. 50
Thompson, E. 50
Totton, J. 50
Tremblay, M.A 50
Turnbull, A.J. 51

U

Ungerleider, C.S. 51
urban-rural differences 11

V

Vocational Education 5 - 7, 9, 40, 50 - 51

W

Wahlstrom, E.G. 52
Warren, P.J. 52
Weatherbe, S. 8, 23, 52
Weiner, G. 52
Wicks, J.E. 7
Wier, G.M. 37
Wilkinson, B.W. 52
Wilkinson, M.A. 53
Williams, R. 53
Wilson, K. 19
Wilson, L.J. 53
Wodlinger, M.G. 53
Woloshyn, S. 54
Wolter, H. 54

Y

Yackel, I. 54
Yukon 6, 11, 30, 49 - 50, 55

Z

Zur-Muehlen, M. 55